
Educator Evaluation Policy 5.201

The Background:

Pursuant to T.C.A. § 49-1-302(d)(2)(B)(iii) and Educator Evaluation Rule Chapter 0520-02-01, educators and evaluators are responsible for selecting a closely aligned additional achievement measure from either the PreK-8 or 9-12 grade band for the purposes of calculating 25% of an educator's overall level of effectiveness (LOE) score if the educator teaches a tested subject, and 15% for educators in non-tested subjects or administrator positions. Evaluators select school-level measures in consultation with teachers that are aligned as closely as possible with the educator's primary teaching assignment. The Department monitors implementation and provides feedback to districts to ensure all measure selections comply with law and policy.

In order for an assessment to be recommended for State Board approval as an additional achievement measure, the Department reviews the measure to ensure it meets the following conditions:

- Aligns properly to the Tennessee Academic Standards for the grade level or content area being measured,
- Demonstrates the level of rigor needed to embody the full range of expectations in the Tennessee Academic Standards, and
- Shows all students' culmination of understanding, strengths, and areas for improvement.

As a part of the Department's monitoring process, it reviews the options on the achievement measure worksheet for frequency of use and applicability. For the 2023-2024 school year, the Department has reviewed all approved achievement measures for frequency of use. All College, Career, and Technical (CCTE) measure options have been reviewed to ensure alignment to CCTE content standards, rigor, and ability to measure the impact of teaching practice. All off-the-shelf measures will undergo a similar review by Department content area experts prior to the 2024-25 school year to establish alignment to new standards.

The Department has updated the list of industry certifications available as achievement measure options for educator evaluation. CCTE industry certifications are classified into three categories: Recognized (Tier I), Preferred (Tier II), and Valued (Tier III). The Department is recommending that only Preferred and Valued industry credential measures (i.e., Tier II and Tier III) remain on the list and Recognized measures be removed. This resulted in the proposed removal of 178 measures and the addition of 83 measures to the achievement measure list. The net change was the removal of 95 measures, all from the Recognized tier. One additional career cluster was added, Government and Public Administration, with three measure options.

One off-the-shelf measure, iStation, was removed for lack of use in two or more consecutive years.

Each section of the achievement measure list was also alphabetized.

Between first and final reading, revisions were made to reformat the achievement measure list to be more readable to users.

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

Policy Justification:

T.C.A. § 4-5-230 requires that justification for adopting an item as a policy instead of a rule be submitted to the chair of the Government Operations Committee. This item is proposed to be adopted as a policy because it defines or explains the meaning of a statute or rule and/or concerns only the internal management of state government that does not affect private rights or privileges.

Connection to the [Master Plan](#):

This item supports the State Board's strategic focus on Teachers and Leaders outlined in the Master Plan by updating relevant rules and policies, as needed, to ensure level of overall effectiveness scores are calculated with data from appropriate student outcome measures.

The Recommendation:

The Department of Education recommends approval of this item on final reading. The SBE staff concurs with this recommendation.