

Guidance: Timing and Use of State Summative Assessments in Educator Evaluations

State summative assessments and the Colorado Growth Model are valid and reliable measures of student learning that districts are incorporating into their educator evaluations. Districts have requested guidance on how best to use these measures given that the final performance evaluations are typically finalized between April and May, the assessment and growth model results are not available until the summer, and the law requires that educators receive a written evaluation report at least two weeks prior to the end of the school year. CDE is working with districts to provide the needed flexibility to work through these timing challenges in ways that best meet district needs. This document provides several approaches that districts can consider to address this timing issue.

Sample Approaches

Some approaches to addressing the timing issue related to using state summative assessments in evaluations are provided below. These are preliminary approaches and will be studied and refined over time as the department and districts learn more about the system and transition to new assessments.

Approach	Benefits	Challenges	Mitigating challenges
<p>1. Include state assessment results of the previous spring with the current year's evaluation. State assessment scores from the previous year would be the first data point in an educator's evaluation.</p> <p>Note: This approach will need to be used in 2014-15, as assessment results from the spring 2015 PARCC assessments will not be available until late fall 2015/early winter 2016.</p>	<p>Meets the requirements of using state assessment data when it is available; makes it easier to provide written evaluations prior to the end of the school year; allows teachers at the end of the year to know their final evaluation rating for the year.</p> <p>Using state assessment results as the first data point in their evaluation can help focus teachers' goals for the upcoming year and set overall targets for the new cohort of students.</p>	<p>Not available for new teachers</p> <p>Districts and educators may not feel comfortable using previous years data in a current evaluation especially if teachers' roles or teaching assignments have changed since the prior year.</p>	<p>New teachers can use local/vendor assessments for evaluation.</p> <p>Think of the evaluation as a progression of evidence and data collection over time. The evaluation cycle is ongoing and the final score in May is just a snapshot in time taking into account the evidence collected to date. The next year's snapshot will take into account the current year. Previous year's state assessment scores are just one of many data points that will go into the current year's evaluation.</p>
<p>2. For the 2013-14 school year, use the current year's TCAP results by providing the final evaluation rating in late summer or early fall.</p> <p>Give a professional practice rating in the spring and summarize the results of available measures of student, finalizing the overall rating in the late summer/early fall when state assessment results can be</p>	<p>Allows districts to consider state data in the overall evaluation during the current year.</p> <p>Ability to use current year data in the current evaluation cycle</p>	<p>Teachers may be anxious during the summer, waiting for results and evaluations.</p>	<p>A preliminary written evaluation summarizing the professional practice performance and any available results from other measures of student learning can be given to provide educators with a report prior to the end of the school year.</p> <p>When it is important to know the majority of results by the end of the school year, a district/school may give a lower weighting to state assessment results relative to</p>

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<p>added.* *This meets the intent of providing educators with an evaluation report prior to the end of the school year, but saves the final rating until assessment results are received.</p> <p>Note: After the first year of PARCC administration in the spring of 2015, CDE anticipates that districts will be able to use current year assessment results and provide the final rating in the summer.</p>			<p>local assessments.</p>
<p>3. Use a “rolling average” of state assessment results and apply the average (without the current year) in the current year’s evaluation.</p>	<p>Same benefits as 1. In addition, this approach decreases variability of data swings from year-to-year and may be a more consistent data point for teachers to have confidence in.</p>	<p>Not available for new teachers and may not be applicable to teachers who change grade levels or subject areas from year to year</p>	<p>If the evaluation is a collection of evidence over time, this takes more data into account for an educator’s evaluation.</p>

Whatever approach is chosen by a district, district leaders should work collaboratively with their educators to select or design an approach that works best for their local context and that is clearly communicated to their educators at the beginning of the year. CDE will be studying the approaches districts are using during the 2013-14 school year and will update this guidance based on lessons learned during this year.

Requirements for Using Statewide Assessment and the Colorado Growth Model in Educator Evaluations

State Board rules outline four basic requirements for districts to follow as they create the growth component of their educator evaluation systems:

1. **Individual attribution:** At least one measure must be attributed to an individual teacher.
2. **Collective attribution:** At least one measure must be shared across two or more teachers.
3. **Statewide summative assessment results, when available:** When statewide summative assessment results are available for a teacher (i.e., the teacher teaches a state-tested subject), they must be included.
4. **Results from the Colorado Growth Model, when available:** When Colorado Growth Model data is available (for subjects and grade levels with annual statewide summative assessment results in two consecutive years), it must be included.

Requirements for Written Evaluation Reports

Note: The law requires that written evaluation reports be provided at least two weeks prior to the end of the school year. Due to the timing challenges outlined above, CDE is providing flexibility for districts who wish to include current year state assessment results to provide educators with preliminary reports (based on professional practice and available growth measures) with the final reports being provided when state assessment results are available. When completed, the reports should include the components outlined below as articulated in state statute.)

From 22-9-106 (3): An evaluation report shall be issued upon the completion of an evaluation made pursuant to this section and shall:

- (a) Be in writing;
- (b) Contain a written improvement plan, that shall be specific as to what improvements, if any, are needed in the performance of the licensed personnel and shall clearly set forth recommendations for improvements, including recommendations for additional education and training during the teacher's or the principal's license renewal process;
- (c) Be specific as to the strengths and weaknesses in the performance of the individual being evaluated;
- (d) Specifically identify when a direct observation was made;
- (e) Identify data sources;
- (f) Be discussed and be signed by the evaluator and the person being evaluated, each to receive a copy of the report. The signature on the report of any person shall not be construed to indicate agreement with the information contained in the report. If the person being evaluated disagrees with any of the conclusions or recommendations made in the evaluation report, the person may attach any written explanation or other relevant documentation that the person deems necessary.
- (g) Be reviewed by a supervisor of the evaluator, whose signature shall also appear on said report.

(3.2) (a) In addition to the items specified in subsection (3) of this section, the evaluation of a teacher may include any peer, parent, or student input obtained from standardized surveys.

(b) In addition to the items specified in subsection (3) of this section, each principal's evaluation shall include input from the teachers employed in the principal's school and may include input from the students enrolled in the school and their parents. Each school district shall specify the manner in which input from teachers and from students and parents, if any, is collected but shall ensure that the information collected remains anonymous and confidential.

Where can I learn more?

- To learn more about the State Model Evaluation System for teachers, visit:
www.cde.state.co.us/educatoreffectiveness/smes-teacher