

Performance Based Evaluations/Certificated

1. **Purpose:** Engrossed Second Substitute Senate Bill 6696 and ESSSB 5895 created new evaluation criteria for both teachers and principals united by common themes. Evaluation is now focused on continuous improvement for every educator, every year and on academic growth for students. Beginning in September 2013, every provisional teacher and principal in Washington and all those on probation were being evaluated using the revised process, which includes observations and measures of student growth. School districts phased in existing teachers and principals, and have now completed the third year of implementing the revised educator evaluation with all designated staff.
2. **Description of services provided:** OSPI staff provide technical assistance, create tools and resources, facilitate the TPEP Steering Committee and manage the work of the ESDs, the framework authors, the research team, the statewide cadre of framework specialists who train teachers, principals, and principal evaluators, and the training grants provided to all 295 school districts. View the [TPEP website](#) for more information.
3. **Criteria for receiving services and/or grants:** All school districts are required to participate in the revised evaluation system.

Beneficiaries in 2017-18 School Year:

# of School Districts:	295
# of Schools:	All
# of Students:	All

# of OSPI staff associated with this funding (FTEs):	3.29
# of contractors/other staff associated with this funding:	26

FY 18 Funding:	State Appropriation:	\$3.935 million
	Federal Appropriation:	\$0.0
	Other fund sources:	\$0.0
	TOTAL (FY18)	\$3.935 million

4. **Are federal or other funds contingent on state funding? If yes, explain.** Yes. If state funds are not available, the state will not be implementing with fidelity its equity plan in ESSA (Title II, Part A).
5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY18	\$3,935,000	\$3,686,831
FY17	\$3,935,000	\$3,688,270
FY16	\$3,935,000	\$3,295,035
FY15	\$3,935,000	\$3,351,910
FY14	\$5,581,000	\$4,286,387

6. **Number of beneficiaries (e.g., schools, students, districts) history:**

Fiscal Year	# of Districts
FY18	295
FY17	295
FY16	295
FY15	295
FY14	Pilot

7. **Programmatic changes since inception (if any):** The program continues to be refined to better meet the professional learning and growth needs of teachers, principals, and systems. Continuing activities include service agreements to support framework, student growth, rater agreement, and evaluation systems learning at ESDs statewide; ongoing development of the state's cadre of over one hundred instructional and leadership framework specialists; leadership labs and colloquia to allow districts to share best practices; and research to better understand the impacts of the system on principals and how these might be mitigated while keeping a focus on teacher growth.

New this year is the use of funds to support first-year principals and their evaluators (superintendents) with mentoring for their evaluation roles. This is also the year that changes to the framework trainings to include a focus on cultural competency and equitable practices were incorporated and shared with the cadre of specialists. In addition, with funds provided by the Bill & Melinda Gates Foundation, student perception survey questions were developed and vetted; they are currently being posted on the eVAL tool so teachers can access them and develop web-based surveys to administer to their students. Calibration videos and exercises for evaluators for all three instructional frameworks have also been created and are being posted in eVAL. With the assistance of school, district, and ESD leaders, as well as the Center for Strengthening the Teaching Profession, the program has developed a new "Evaluation and Growth System Toolkit" that allows districts and schools to assess their programs and see examples of best practices from around the state and nation.

8. **Evaluations of program/major findings:** The program surveys districts annually for their aggregated teacher (by school) and principal (by district) evaluation scores. They also report the use of this data in personnel decisions, as well as their use of evaluation management systems.

In August of 2017, the University of Washington's Center for the Study of Teaching and Policy published a [report](#) on a two-year study of the implementation of TPEP. This mixed-methods research design dove deeply into teacher and principal evaluation in ten districts that have been constructively engaged in TPEP, and also conducted a randomized sample survey across the state. Major findings include:

- a. How TPEP is implemented in schools and districts is a reflection of the organization's leadership capacity and belief systems.
- b. The strength of TPEP is in its use of an instructional framework to support continuous growth of student and professional learning.
- c. Relying on scoring to prompt improvement is not a productive strategy.
- d. TPEP cannot be done in isolation.

9. **Major challenges faced by the program:** While in some districts the instructional and leadership frameworks provide a clear path for professional growth, in others they simply fulfill a compliance role without being used formatively to improve teacher and principal practice. Often this is due to the challenge for principals of finding adequate time to spend in teachers' classrooms, given all of the other responsibilities they have.

10. **Future opportunities:** As districts and schools look for ever better levers for growth, more leaders and teachers understand the powerful role that a clear framework, combined with frequent feedback and support, can play in improving educator practice and student learning.

11. **Statutory and/or Budget language:**

Budget Proviso: SSB 5883 Section 513(3) - \$3,935,000 of the general fund-state appropriation for fiscal year 2018 and \$3,935,000 of the general fund-state appropriation for fiscal year 2019 are provided solely for implementation of a new performance-based evaluation for certificated educators and other activities as provided in chapter 235, Laws of 2010 (education reform) (E2SSB 6696) and chapter 35, Laws of 2012 (certificated employee evaluations).

12. **Other relevant information:**

13. **List of schools/districts receiving assistance:** See OSPI [website](#).

14. **Program Contact Information:**

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