

Student Learning Data referenced in the Revised Educator Evaluation Regulations effective 2/16/2013

4 AAC 04.205. District performance standards

(e) Not later than July 1, 2015, a school district shall adopt for teachers and administrators, standards for performance based on student learning data. In adopting standards for performance based on student learning data, a district shall

- (1) confer with educators who are subject to the evaluation system;
- (2) require the use of at least two but not more than four measurements of student growth;
- (3) require the use of data from the statewide test selected by the commissioner under 4 AAC 06.737 as a measurement of student growth if
 - (A) the commissioner has notified districts that the commissioner has selected a test that
 - (i) employs measurements of achievement that are comparable across grade levels; and
 - (ii) permits a district to make valid measurements of student growth from year to year;
 - (B) data for student growth for a subject and grade level are available from the test; and
 - (C) the data are for a subject and grade level directly related to the job duties of the educator to whom the standard would apply;
- (4) if the use of data from the statewide test is permitted under (3) of this subsection, use the data from the statewide test in at least as high a proportion as any other measurement of student growth used by the district; and
- (5) develop procedures based on objective and measurable criteria to ensure that data used to measure performance under the standard accurately reflect student growth based on educator performance.

4 AAC 19.010. Purpose and scope of evaluations

(e) In addition to the evaluation on the individual standards described in (b), (c), or (d) of this section, a district shall evaluate

- (1) whether a teacher's, administrator's, or special service provider's overall performance is exemplary, proficient, basic, or unsatisfactory; and
- (2) no later than school year 2015 - 2016, whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory; a district shall include student learning data in teacher and administrator evaluations according to the following schedule:
 - (A) school years 2015 - 2016 and 2016 - 2017 at least 20 percent of a teacher's or administrator's overall performance rating;
 - (B) school year 2017 - 2018, at least 35 percent of a teacher's or administrator's overall performance rating;

(C) school year 2018 - 2019 and after, at least 50 percent of a teacher's or administrator's overall performance rating.

(f) A district may not give a teacher, administrator, or special service provider an overall performance rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated to be performing at a level of basic or lower on one or more of the content standards or other criteria for which evaluation is required under this section.

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or other criteria for which evaluation is required under this section has not met the district performance standards for purposes of AS 14.20.149(b)(6), (e), or (f).

4 AAC 19.030. Evaluation procedures

(d) Not later than July 1, 2015, a school district shall adopt evaluation procedures that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level.

4 AAC 19.099. Definitions

In this chapter, unless the context requires otherwise,

(2) "measurement"

(A) means an assessment of student knowledge, understanding, or skill;

(B) includes an assessment that is not a standardized test;

(3) "measurement of student growth" means a comparison of a measurement of a student's knowledge, understanding, or skill in a subject before being taught by the teacher with a comparable measurement made after the student has been taught the subject by the teacher;

(4) "objective, empirical, and valid measurement" means an assessment of the extent of a student's knowledge, understanding, or skill that

(A) is based on verifiable data or information that has been recorded or preserved;

(B) can be repeated with the same expected result; and

(C) is not dependent on the point of view or interpretation of the person giving the assessment;

(6) "student growth" means measurable gains made by a student in the student's knowledge, understanding, or skill in a subject;

(7) "student learning data" means objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;