



Center for  
Educator Compensation  
Reform

## Assessment and Evaluation Systems:

### *Development of a Database and Website of State-Level Information*

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# 1. An Introduction to the Assessment and Evaluation Database and Website Design<sup>1</sup>

The Value-Added Research Center (VARC) developed the assessment and evaluation database to address the research needs of U.S. state departments of education and local education agencies (LEAs) that require more efficient methods of obtaining information about state-level assessment and evaluation systems. The database helps researchers perform comprehensive analyses of the assessments administered by states. It includes details about vendors or content developers, testing windows, special student populations, and state department contacts. The database also contains detailed information about teacher and principal evaluation systems, including details about state legislation, state education rules and regulations, and the level of decisionmaking authority state and local school districts have in requiring and developing elements of the evaluation systems.

VARC designed the database for ease of use, with complex data summarized for easier access and presentation. The website (available at: <http://googlemaps.wceruw.org/FusionTables.aspx>) draws data from the database and includes searchable filters and a Google Maps feature to display the data. The Google Maps highlight states that meet the filter criteria selected by the user, providing a visual display of the data that may be helpful for individuals who need a broader analysis. In addition, the connected Google Fusion Tables allow users to export all data for more detailed analyses such as those involving specific assessment dates or

the weight of student outcome data in teacher or principal evaluations.

VARC planned the database and website with various end users in mind. Grantees of federal programs such as Teacher Incentive Fund (TIF) and Race to the Top may find the database and website useful, as the U.S. Department of Education will require these school districts and states to change their assessment and evaluation systems in the coming years. Personnel at state departments of education who are responsible for research and decisionmaking, and who are currently unable to obtain state-level assessment and evaluation information from a single source, will be able to use this new tool (both the database and the website) to compare various important assessment and evaluation features across all states and the District of Columbia. As new regulations mandate further changes to these education systems, legislators will also be able compare and contrast the ways in which other states have responded to directives. Finally, education and policy researchers will be able to conduct case studies and comparative analyses of multiple components of state-level assessment and evaluation policies for use in reports and publications.

At each stage in the development of the database, VARC consulted with assessment experts, and, as best as possible, included their suggestions, recommendations, and requirements. For example, Chris Thorn from VARC identified a need (by TIF and Race to the Top grantees) for information about how other districts and states addressed assessments and teacher and principal evaluations,

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<sup>1</sup>Note – This paper contains technical terms for which background information is available on the Center for Educator Compensation Reform (CECR) website: <http://cecr.ed.gov/>.

especially other grantees that were in the process of changing their evaluation systems. After examining the initial website design, Charles Franklin, a professor of political science at the University of Wisconsin-Madison and co-founder of Pollster.com, provided suggestions for changes in how the web page presented the data. Finally, Bradley Carl, an embedded VARC researcher in the Milwaukee Public Schools, and Steven Kimball, an expert on performance evaluation who oversees projects on teacher evaluation and compensation reforms within the Wisconsin Center for Education Research (WCER), provided advice on which components of the database and functions of the web page would be most useful for different kinds of users.

### 1.1. Guiding Questions for Database Development

VARC identified the need for the database via evaluations and research conducted at the University of Wisconsin-Madison. For example, districts and states often ask for information about ways in which other districts and states respond to assessment and evaluation system mandates. The TIF 3 grant requires that school districts and states redesign their teacher evaluation systems to include student outcome measures. However, because these grantees are often on the leading edge of teacher evaluation reform, they need to understand what other districts and states are doing to reform their teacher evaluation programs and how these districts and states are including assessment information for tested grades and subjects. As grantees sought more detailed information, VARC, which provides technical assistance to the grantees, recognized the need for a centralized and searchable repository of state-level information.

VARC's goals for the database focused on meeting the needs and answering the questions of various stakeholders such as researchers, legislators, grantees,

and education leaders. Researchers used the following questions as guides as they developed the fields in the assessment and evaluation database:

1. What vendors had contracts across states?
2. Were states developing their own assessments and in which subjects and grades?
3. Were states using assessments beyond those required by No Child Left Behind (NCLB)?
4. Did states vary their testing windows?
5. How were states assessing the needs of their special student populations such as special education students and English Language Learners?
6. Which states legislated teacher and principal evaluation systems?
7. What were the key components of these evaluation systems?
8. How many states aligned student achievement with teacher and principal evaluations and tenure?
9. How many states tied teacher and principal evaluations to high-stakes decisions?
10. Which high-stakes decisions included evaluation and assessment data?

### 1.2. The Process for Database Development

Research, feedback, and reflection informed each stage of development of the database. The development team included four researchers from VARC. Regina Figueiredo-Brown, a current Ph.D. student in Educational Policy Studies and a former principal, co-developed the template for the evaluation database, collected assessment and

evaluation data, and completed quality checks and updates on the assessment database. Clarissa Steele, a survey methodologist for VARC, also collected assessment and evaluation data as well as managed quality checks and updates for the assessment database. Tim St. Louis, a Ph.D. student in Educational Policy Studies and Public Affairs as well as a former math teacher, collected assessment data. Peter Witham, a technical assistance provider for the TIF program, assisted in the development of the assessment and evaluation database structures and collected assessment data. Chris Thorn, director of the Center for Data Quality and System Innovation, helped develop the assessment database and communicated with potential users about their data needs throughout the development process. Josh Kandiko and Beth Atkinson of the WCER technical services department suggested the use of the Google Maps interface and worked with the development team to design the website.

To assess what information was already available about statewide assessments and evaluation systems, the development team reviewed currently available reports on state-level assessment and evaluation systems. The Center for Evaluation and Education Policy (2008) itemized the assessments used by states to meet the requirements of *NCLB*. Similarly, the National Conference of State Legislatures produced a report in 2010 entitled *Strong Leaders, Strong Schools* that detailed components of evaluation systems and highlighted states that recently updated their evaluation systems (Shelton, 2010). The National Council for Teacher Quality (2011) recently published a *State of the States* report describing trends and lessons from early adopter states. As these reports became available, the team included their findings in the iterative development process of data collection and coding.

In an effort to maximize usability of the end product and gather feedback during the development

process, researchers, analysts, and technical experts received mock-ups, spreadsheets, and sample data outputs. They queried experts in various ways, including semi-structured and informal interviews, evaluation meetings, e-mail messages, and reports. This process provided valuable recommendations and direction both for the interface as well as the content of the database. For example, the technical services team from WCER provided feedback on the Google Maps interface that included ideal color choices, map size, and the best way to provide searchable fields. Carl and Kimball reviewed the fields that were initially included in the assessment database and made suggestions for additional ones. Because of the work of the development team and the feedback from other researchers and experts in related fields, the database is responsive to user needs in the following ways:

- It provides centralized and searchable state assessment data for all 50 states and Washington, DC.
- It summarizes complex data on the web page, but users can also download fusion tables when they need more details about assessment or evaluation policies.
- Users can search for assessment data by vendor, content area, grade level, and testing window.
- Users can search evaluation data by outcome measures, practice measures, evaluators, stakes, and frequencies.
- The database easily incorporates visual search results with the Google Maps interface.

### 1.3. Data Collection and Quality Control

Researchers and assistants initially collected data for the assessment components of the database by probing state department of education websites for details about specific aspects of assessment administration, including (a) the grades, subjects, and special student populations covered by the tests; (b) whether a test is criterion or norm; (c) the format of the test (such as online or portfolio); (d) if a test was customized; (e) if a test was used for diagnostic purposes; (f) the testing date window; (g) whether a test was mandatory, random, or related to a specific course; and (h) a state URL for further test information. Thorn and Witham, who work with TIF grantees, determined what aspects of assessment to include in the assessment database based on the questions TIF grantees have asked them when redesigning their teacher evaluation systems. When information was not available on the website, research staff contacted state departments of education staff to request the data.

Once the research staff had aggregated all the information for all 50 states and Washington, DC, they sent a spreadsheet of the collected data to assessment experts in state departments of education to give them the opportunity to confirm the accuracy of the data and to make corrections and updates to it. The assessment portion of the database has since undergone an update (from the 2010–11 to the 2011–12 school year) and a quality check as described above, with 15 states providing feedback on their state assessment information. Since states constantly reevaluate their assessments (especially as state education budgets become tighter), the number and type of assessments can change from school year to school year. Thus, updating the assessment information is an ongoing process.

VARC researchers completed data collection for the teacher and principal evaluation database after they developed and implemented the assessment database data collection and quality checking processes. The data in the teacher and principal evaluation database are different from those found in the assessment database in several ways:

- The unit of analysis (an assessment versus a state)
- How state websites organize the data (assessment test information and calendars versus written legislation and rules and regulations describing the evaluation system) and
- How often the data change within states (assessments generally change from one school year to the next versus evaluation systems that change with each piece of legislation or each update of state rules and regulations)

VARC codified teacher and principal evaluation legislation and rules and regulations into specific components for use in the website filters and cross-state analyses. Evaluation information contained in the database included:

- The year of legislation
- State website URLs to the legislation and rules and regulations
- The level of control<sup>2</sup> and a brief description of the evaluation system, standards, rubric, rating scale, and observations
- The type of evidence collected
- Whether and what types of student outcomes could be used in the evaluation (value-added, growth, or attainment)

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<sup>2</sup>The level of control is whether the state allows or mandates the evaluation system and whether the state or an LEA, with or without requisite state approval, develops the evaluation system.

- Who completed evaluations of either teachers or principals
- The level of training of the evaluator
- How often evaluations of probationary and experienced teachers and principals occurred
- The stakes such as professional development, promotion, dismissal, pay for performance, and tenure tied to the evaluation and
- Whether a feedback conference was required

Figueiredo-Brown and Witham determined these aspects of the teacher and principal evaluation systems after reviewing state legislation and state board rules and regulations, particularly those from states that have recently updated their evaluation systems. The 2011 report of the National Council on Teacher Quality informed development of the level of control coding. Since evaluation data have only recently been collected, quality checking of the data is incomplete. Additionally, a process for tracking state updates to teacher and principal evaluation will need development since the information is continuously changing with state legislatures passing bills and state boards of education updating their rules with regard to evaluations.

## 1.4. Interface Design

To present the assessment and evaluation information contained in the database, the design team chose to use Google Maps and Fusion Tables to display the information online. Figure 1 provides a screen shot of the Google Maps data display. Google Fusion Tables function similarly to spreadsheets and databases created in other programs. Those collecting data can update the fusion tables whenever necessary without interrupting data collection or presentation of the data via the Google Maps. The Google Map interface allows users to select specific characteristics of assessments or evaluations to filter data and then displays the data by state. The fusion tables also allow users to download the data onto a spreadsheet for more detailed analysis not possible via the online interface.

Google Maps and Fusion Tables minimize the need for extensive technology expertise for website design. The Google Maps interface allows greater accessibility of the assessment and evaluation data within and outside of VARC. Generally, only internal users can access a database for data entry, though external users can often access a database through an interface created and maintained by the organization hosting the database (in this case, VARC). Because specialists in assessment or evaluation outside of VARC may contribute data in the future, having direct access to the database both inside and outside of VARC will be essential. With the Google interface, users can query the database on the web page using a variety of fields and will be able to download the data in a variety of file formats for use in data analysis programs such as Excel or SPSS in the near future.

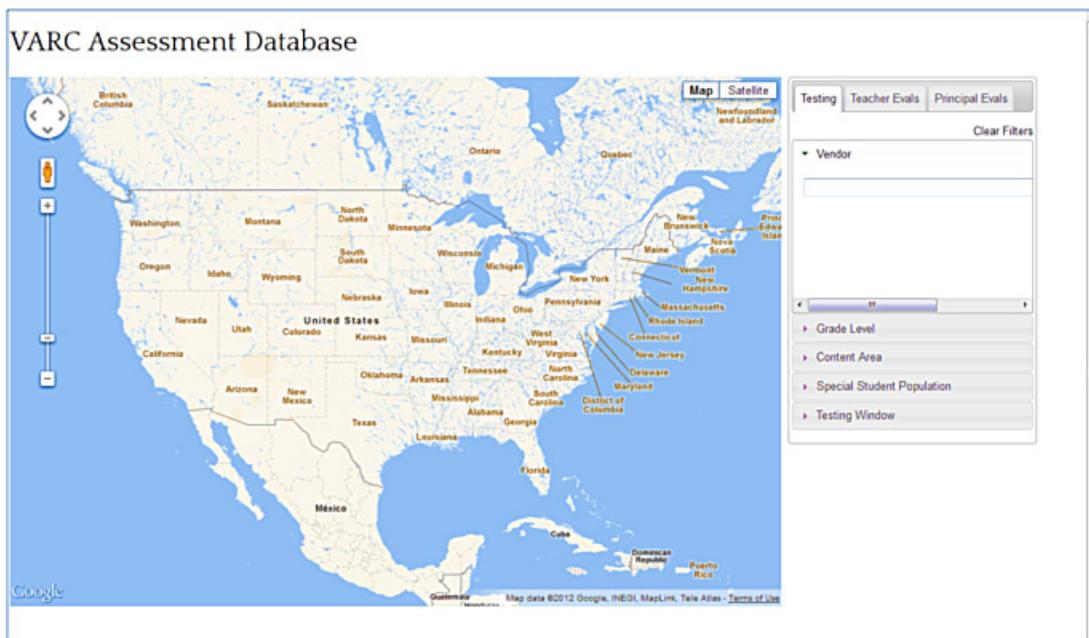


Figure 1. A screenshot of the assessment and evaluation website

## 2. Assessment Database User Guide

The assessment database contains information on state assessments for all 50 states and Washington, DC. It breaks assessments into components for clarity and specificity of analysis. The types of information available for analysis in the database include:

- The name of the assessment and the assessment's characteristics such as discipline and grade of the test
- Whether it is norm or criterion
- If it addresses special student population needs
- Date of administration
- Whether it is mandatory
- Whether it is related to specific coursework and
- A URL for further information

The following three scenarios are examples of potential analyses aimed at resolving possible real-world issues using these data. These examples include data not available on the website filters and do not comprehensively cover all of the possible analyses. However, the data are available by downloading the database, and the examples expose the range of functionality of the database.

### 2.1. Scenario 1: Gathering Vendor Information

**A state department of education wants to adopt a new Algebra I test and is gathering information about which vendors various states are using.**

Users can search the database by vendor, content area, grade, testing window, and special student population filters. They can export data online via the Google Fusion Tables and can use Google Docs to export the fusion table data into many file types, including Comma Separated Value (.csv) and Excel (.xls) for ease of analysis.

For example, an analyst would first want to verify the discipline names for Algebra I tests since not all states have Algebra I classes. Among the state assessments in the assessment database, the discipline name for 48 states is "Algebra I"; eight tests are "Algebra"; eight are "Algebra/Data Analysis"; and three are "Algebra I/Math for the Technologies 2." This is a total of 67 Algebra I-related assessments. This analysis of state assessments will need to include all four of these disciplines to cover the full range of Algebra I-related tests given in the United States.

Table 1 illustrates that 10 vendors created Algebra I-related assessments across 20 states and Washington, DC. This table presents states and numbers of assessments by vendor. An analyst can also examine other information about these assessments, including testing windows and dates, if they are mandatory, and URLs to the test-specific websites.

**Table I. An analysis of number of assessments by state Algebra I-related tests categorized by vendor.**

Vendor	State	Number of Assessments
College Board	Florida	1
CTB-McGraw Hill	Indiana	3
	Washington, DC	1
Educational Testing Service (ETS)	California	1
Measured Progress	Utah	1
Pacific Metrics Corporation	Louisiana	2
Pearson	Mississippi	4
	Oklahoma	3
	South Carolina	3
	Tennessee	1
	Virginia	3
Questar Assessment	Indiana	5
	Missouri	3
State-created	Arkansas	7
	Delaware	2
	Florida	3
	Maryland	8
	Michigan	5
	North Carolina	1
	South Dakota	2
	Texas	4
	Washington	4
University-created	Iowa	1
U.S. Department of Education	Tennessee	1

## 2.2. Scenario 2: Re-evaluating Mandatory Assessments

**Idaho is facing budget constraints that are forcing a re-evaluation of mandated assessments. Before making a decision about which tests to omit, the Idaho State Department of Education wants to research the testing programs of neighboring states.**

To begin this analysis, the analyst would limit the search area to the six states that border Idaho: Montana, Wyoming, Utah, Nevada, Oregon, and

Washington. The analyst can quickly gather the information in a table to briefly describe the testing program of each state by selecting only a few variables from the assessment database. Table 2 provides information about the number of mandatory tests as well as tests given to students with an individualized education program (IEP), students who are severely cognitively disabled (SCD), or students who are English Language Learners (ELL). Table 3 summarizes the subjects tested, and Table 4 covers the grade levels of tests within each neighboring state.

**Table 2. Number of assessments by type and neighboring state.**

Number and Type of Assessment	Montana	Nevada	Oregon	Utah	Washington	Wyoming
Total Number of Assessments	47	76	77	70	95	61
Mandatory Assessments	47	53	77	70	75	61
Assessments for Students with an IEP	0	0	21	24	29	0
Assessments for Students Who Are SCD	17	20	37	0	19	24
Assessments for ELLs	13	13	14	13	13	13

**Table 3. Number of assessments by subject and neighboring state.**

Subject of Assessment	Montana	Nevada	Oregon	Utah	Washington	Wyoming
Algebra	0	0	0	0	2	0
Algebra I	0	0	0	1	0	0
Algebra II	0	0	0	1	0	0
Biology	0	0	0	1	1	0
Chemistry	0	0	0	1	0	0
Earth Science	0	0	0	1	0	0
English Language Arts (ELA)	0	0	0	21	0	0
English Proficiency	13	13	13	13	13	13
Geometry	0	0	0	1	2	0
Math	14	20	22	17	17	14
Physics	0	0	0	1	0	0
Pre-Algebra	0	0	0	1	0	0
Reading	14	20	23	4	31	14
Science	6	12	9	5	8	6
Social Studies	0	0	3	0	0	0
Writing	0	11	7	2	21	14

**Table 4. Number of assessments by grade level and neighboring state.**

Grade Level of Assessment	Montana	Nevada	Oregon	Utah	Washington	Wyoming
Kindergarten	1	1	1	1	1	1
1	1	1	1	4	1	1
2	1	1	1	4	1	1
3	5	5	8	7	5	7
4	7	5	8	6	7	9
5	5	9	11	6	7	7
6	5	5	7	7	5	7
7	5	5	9	6	7	7
8	7	9	11	5	7	9
9	1	1	1	5	1	1
10	7	4	4	4	11	1
11	1	13	14	4	17	9
12	1	17	1	3	20	1
Not grade specific*	0	0	0	8	5	0

\* Not grade specific means that the test relates to a particular course such as end-of-course exams.

## 2.3. Scenario 3: Examining State-Developed Assessments

**A state education department is considering developing its own assessments and has appointed a committee to gather information from other states that have developed their own.**

States often create tests alone, though sometimes they collaborate with other states, vendors, or the U.S. Department of Education in order to create assessments. The database contains information on state-created assessments as well as partnerships between states and other entities. Table 5 provides information on how many assessments states created alone or in partnership with other entities. As the table illustrates, 37 states created their current assessments alone; three states collaborated with

other states; two states collaborated with a vendor; and one state collaborated with other states and a vendor.

By using the vendor filter, a user can easily narrow down results from the assessment database. Thirty-seven states, on their own, created 1,894 of the tests within the database. Table 6 provides a summary of the subjects tested with state-created assessments by state.

As these scenarios demonstrate, the state assessment database can inform many analyses and help solve real-world problems regarding assessments. These scenarios illustrate only three of the numerous topics that data in the database can address; users who download the data can go beyond the filters displayed on the website and perform more detailed and sophisticated analyses.

**Table 5. Number of state assessments by state and type of vendor.**

State	State-Created	Partnership: State Collaborative-U.S. Department of Education	Partnership: State-Vendor	Partnership: State Collaborative-Vendor
Alaska	99	0	0	0
Alabama	97	0	0	0
Arkansas	36	0	0	0
Arizona	33	0	12	0
Connecticut	62	0	0	0
Delaware	122	0	0	0
Florida	46	0	0	0
Georgia	7	0	0	0
Iowa	36	0	0	0
Idaho	87	0	0	0
Indiana	48	0	0	0
Kansas	121	0	0	0
Kentucky	12	0	0	0
Louisiana	0	13	0	0
Massachusetts	68	0	0	0
Maryland	37	0	0	0
Maine	27	0	0	0
Michigan	91	0	0	0
Minnesota	61	0	0	0
Missouri	17	0	0	0
Mississippi	32	0	0	0
North Carolina	48	0	0	0
North Dakota	34	0	0	0
Nebraska	48	0	0	0
New Jersey	9	0	0	0
Nevada	62	0	14	0
New York	18	0	0	0
Ohio	40	0	0	10
Oregon	74	0	0	0
Rhode Island	20	0	0	0
South Carolina	0	13	0	0
South Dakota	51	0	0	0
Tennessee	48	13	0	0
Texas	112	0	0	0
Utah	24	0	0	0
Virginia	21	0	0	0
Vermont	17	0	0	0
Washington	95	0	0	0
West Virginia	34	0	0	0

**Table 6. State-created assessments by discipline and state.**

State	Total Number of State-Created Assessments	English Proficiency	Math	Other	Reading/English Language Arts	Science	Social Studies	Writing
Alaska	99	0	28	0	29	14	0	28
Alabama	97	0	25	0	40	17	12	3
Arkansas	36	0	18	0	8	5	0	5
Arizona	33	0	10	0	10	7	0	6
Connecticut	62	0	21	0	30	3	0	8
Delaware	122	0	53	0	54	8	7	0
Florida	46	0	40	0	40	1	1	0
Georgia	7	0	1	3	1	1	1	0
Iowa	36	13	10	0	10	3	0	0
Idaho	87	13	20	0	48	6	0	0
Indiana	48	0	19	0	21	4	4	0
Kansas	121	26	30	0	33	16	13	3
Kentucky	12	0	3	0	6	3	0	0
Massachusetts	68	24	15	1	12	11	2	3
Maryland	37	13	8	0	8	8	0	0
Maine	27	0	9	0	9	6	0	3
Michigan	91	13	30	0	21	15	8	4
Minnesota	61	0	23	0	24	12	0	2
Missouri	17	0	7	0	7	3	0	0
Mississippi	32	0	13	3	7	9	0	0
North Carolina	48	0	19	0	19	8	0	2
North Dakota	34	0	14	0	14	6	0	0
Nebraska	48	0	14	0	14	10	7	3
New Jersey	9	0	3	0	6	0	0	0
Nevada	62	13	14	0	14	10	0	11
New York	18	0	7	0	7	3	1	0
Ohio	40	13	9	0	10	2	1	5
Oregon	74	13	21	0	22	9	3	6
Rhode Island	20	0	7	0	7	3	0	3
South Dakota	51	0	14	2	8	16	8	3
Tennessee	48	0	13	0	13	13	9	0
Texas	112	0	34	0	35	16	13	14
Utah	24	0	12	0	12	0	0	0
Virginia	21	0	5	0	6	0	7	3
Vermont	17	0	7	0	7	3	0	0
Washington	95	13	21	0	31	9	0	21
West Virginia	34	13	7	3	7	3	1	0
Washington	95	13	21	0	31	9	0	21
West Virginia	34	13	7	3	7	3	1	0

### 3. Teacher Evaluation Database User Guide

The teacher evaluation database includes information about state teacher evaluation systems from state legislation and state education department websites. Research staff decomposed teacher evaluation systems into several variables for ease of analysis. Evaluation database information, organized by state, allows analysts to make cross-state comparisons of elements of teacher and

principal evaluation systems as well as discover general trends across the 50 states and Washington, DC. Table 7 displays a national overview of elements of the teacher evaluation system database. Table 8 provides a national overview of the number and frequency of teacher evaluations coded by number of evaluations required per year.

**Table 7. Number of states at different levels of state control for various elements of a teacher evaluation system.**

		Level of State Control			
		Not Allowed By State-Level Rules or Regulations	Mandated and Developed by State	Mandated by State With Option for Local Development	Parameters Outlined by State With Local Development Responsibility OR Not Mentioned in State-Level Rules or Regulations
System Component	Student Outcomes	5	27	8	11
	Observation	2	31	6	12
	Principal Evaluator	3	16	14	18
	Central Office Evaluator	15	1	16	19
Usage	Stakes – Professional Development	2	33	3	13
	Stakes – Performance Pay	10	7	14	20
	Stakes – Promotion	7	6	16	22
	Stakes – Dismissal	4	19	10	18
	Stakes – Tenure	8	7	14	22

**Table 8. Number of teacher evaluations mandated each year for experienced and probationary teachers.**

	Less Than Once Per Year	Once Per Year	Twice Per Year	Not Specified
Frequency for Experienced Teachers	10	26	1	14
Frequency for Probationary Teachers	1	30	7	14

### 3.1. Student Outcomes

As Table 7 illustrates, the extent to which state boards involve themselves in testing programs varies. The most common form of state control (27 states) is both that tests are mandatory and are developed at the state level, though a number of states (19) allow for test development at the local level. Only five states do not allow the use of standardized assessments in teacher evaluations.

### 3.2. Observation

The teacher observations patterns are similar to those observed for student testing, though slightly more states (31) mandate observations. Eighteen states give local school districts some level of control over the use of teacher observations in evaluations. Only two states do not allow teacher observations.

### 3.3. Principal Evaluator

The majority of states (32) give local school districts the option of using principals as evaluators; 16 states mandate principal evaluators; and three states do not allow principals to evaluate teachers.

### 3.4. Central Office Evaluator

Nineteen states give local districts the responsibility of deciding if central office administrators should evaluate teachers, while 16 provide the option for districts to include central office administrators in teacher evaluations. Fifteen do not allow central office administrators to evaluate teachers, and only one state requires that central office administrators evaluate teachers.

### 3.5. Stakes – Professional Development

Most states (33) mandate the use of teacher evaluation results in determining an educator's professional development. Sixteen allow local districts some control over deciding whether to allow professional development based on teacher evaluation results, and two states do not allow the use of teacher evaluation results in determining an educator's professional development plan.

### 3.6. Stakes – Performance Pay

Unlike the relationship between evaluation results and professional development, state-level offices take a less active role in the relationship between evaluation results and performance pay. In 20 states, local districts have the responsibility of developing methods for incorporating teacher evaluation results into performance-pay systems, while in 14 states, local districts have the option of using teacher evaluations for performance pay. Among the remaining states, 10 states do not allow teacher evaluations to influence performance pay, while seven mandate that teacher evaluations inform performance pay.

### 3.7. Experienced Teacher Evaluation Frequency

Table 8 provides information on how often experienced teachers are evaluated. The information in this table is for separate evaluations per year, not separate observations; teachers may receive several observations per evaluation. The majority of states (26) require that experienced teachers receive one evaluation per year. Fourteen states do not specify how many evaluations experienced teachers should receive each year. Ten states only mandate experienced teacher evaluations less than once a year (often every two or three years), and one state requires two observations per year.

### 3.8. Probationary Teacher Evaluation Frequency

States often mandate more evaluations for probationary teachers than for experienced teachers. A majority of states (30) require that probationary teachers receive at least one evaluation per year. Fourteen states do not specify the number of evaluations probationary teachers must receive each year. Seven states require two evaluations per year, and only one state requires less than one evaluation per year of probationary teachers.

## 4. Principal Evaluation Database User Guide

Using state regulations and legislation, the database separates the principal evaluation data into different components: student outcomes, observation, superintendent evaluator, central office evaluator, professional development stakes, and performance-pay stakes. Table 9 provides a brief

overview of differences across states regarding levels of state control over specific elements of principal evaluation. This is just one example of an analysis using the data; more complicated analyses, such as relationships across elements and across states, are possible with the principal evaluation data.

**Table 9. Number of states at different control levels for various elements of a principal evaluation system.**

		Level of State Control			
		Not Allowed By State-Level Rules or Regulations	Mandated and Developed by State	Mandated by State With Option for Local Development	Parameters Outlined by State With Local Development Responsibility OR Not Mentioned in State-Level Rules or Regulations
System Component	Student Outcomes	8	23	3	17
	Observation	5	10	2	34
	Superintendent Evaluator	1	20	1	29
	Central Office Evaluator	13	2	1	35
Usage	Stakes – Professional Development	1	15	1	34
	Stakes – Performance Pay	12	4	3	32
	Stakes – Promotion	5	4	3	39
	Stakes – Dismissal	2	9	2	38
	Stakes – Tenure	4	4	3	40

**Table 10. Number of teacher evaluations mandated each year for experienced and probationary teachers.**

	Less Than Once Per Year	Once Per Year	Twice Per Year	Not Specified
Frequency for Experienced Principals	3	27	2	19
Frequency for Probationary Principals	1	27	3	20

## 4.1. Student Outcomes

As Table 9 shows, 23 states mandate the manner in which student assessment data inform school principal performance evaluations. Seventeen states give districts the responsibility for determining how student outcome data affect a principal's performance evaluation; eight do not allow the use of student outcome data in principal evaluations; and three provide an option for local development of protocols regarding the use of student outcome data in principal performance evaluation.

## 4.2. Observation

The majority of states (34) allow local districts to develop their own observational tools, while 10 states develop observation frameworks at the state level. Five states do not permit districts to use principal observations in their evaluation system, while two states provide the option for local development of principal observation systems.

## 4.3. Superintendent Evaluator

Twenty-nine states allow districts to develop their own protocols regarding superintendent observation and the evaluation of principals, while a further 20 mandate and develop the superintendent evaluation protocols at the state level. The remaining two states are split between providing districts the option of allowing superintendent evaluators and not allowing superintendents to observe principals for the purposes of principal performance evaluation.

## 4.4. Central Office Evaluator

Most states (35) give local districts the responsibility of deciding whether to permit central office staff to observe principals. Thirteen do not allow central office personnel to observe principals. Two states mandate that districts use state-developed protocols for central office observations of principals, while one state gives districts the option of developing those protocols.

## 4.5. Stakes – Professional Development

The majority of states (34) give local districts the responsibility of determining how principal evaluation results influence professional development decisions, while 15 mandate the use of a state-developed system. One state requires local districts to use principal evaluations to inform professional development, but allows the local districts to decide how evaluations affect professional development decisions. One state does not allow principal evaluation results to be used to determine professional development.

## 4.6. Stakes – Performance Pay

Thirty-two states allow districts to decide how to use evaluation results in performance-pay systems for principals. Twelve states do not allow the use of principal evaluations for performance pay. Among the remaining seven states, four have developed a performance-pay system for principals at the state level, and three require districts to use evaluation results in performance pay but allow districts the option of developing protocols regarding the use of evaluation results in performance pay.

#### 4.7. Experienced Principal Evaluation Frequency

Table 10 provides the number of evaluations required for experienced principals. The table contains information on the number of evaluations per year, which is different from the number of observations, as principals may be observed several times for each evaluation. The majority of states (27) require that experienced principals receive one evaluation each year. Nineteen states have not specified how often experienced principals must be evaluated. Three states require experienced principals receive evaluations less than once per year, and two states require that experienced principals receive evaluations twice per year.

#### 4.8. Probationary Principal Evaluation Frequency

Like the experienced principal evaluation frequency data, the majority of states (27) require that probationary principals receive one evaluation per year. Twenty states have not specified how many evaluations probationary principals should receive each year. Three states require two probationary principal evaluations per year, and one state requires less than one evaluation per year for probationary principals.

## 5. Assessment Database Data Dictionary and Codebook

Most states provide assessment data on state department of education websites. However, the type of information available about each assessment varies from state to state. This assessment database compiles the information available from state assessment websites for all 50 states and the District of Columbia as of September 2011, with additional information provided by state assessment offices that verified their state assessment data between September and October 2011.

This data dictionary, as seen in Table 11, provides a brief description of each field contained in the database. For each field, the data dictionary describes the following information: the name of the field as it appears in a spreadsheet exported from the assessment map website, a description of the data

in the field, the type of data the field contains (i.e., numeric, text, or date), how the data were categorized for the field and additional notes to the user about the field.

Within the notes column, some fields are marked as \*FILTER CODE. These are fields that have had their data reduced to a small number of categories to fit the website filter. The notes provided tell the user where the non-reduced data field is located in the database.

**Table 11. Data dictionary for the assessment database.**

Field Name	Field Description	Data Type	Field Categories	Notes
Geography	Google Maps coordinates for the state; this code is used by Google Maps to locate the state borders on a map of the United States	Numeric		These coordinates are created by Google maps.
Vendor	Entity responsible for developing the assessment	Text	ACT, Acuity, American Institutes for Research (AIR), College Board, Computerized Assessment and Learning, Council of Chief State School Officers, CTB-McGraw Hill, Curriculum Associates, Data Recognition Corporation, District-Created, Dynamic Measurement Group, Educational Data Systems, Educational Testing Service (ETS), Edvation, Gesell Institute, Human Kinetics, Keystone, McGraw Hill, Measured Progress, Measurement Incorporated, Northwest Evaluation Association, Pacific Metrics Corporation, Partnership: State Collaborative-DOE, Partnership: State-Vendor, Partnership: University-Vendor, Partnership: Vendors, Pearson, Psychology Press/Holistic Education Press, Questar Assessment, Renaissance Learning, Riverside, Scantron, Scholastic, State-created, Terranova, The Cooper Institute, University-created, U.S. Department of Education, Wireless Generation, World-Class Instructional Design and Assessment (WIDA)	*FILTER CODE (see Vendor Name for more detailed information).  This list of state vendors includes only those who have assessments that states are using in the 2011–12 school year.
Vendor Name	More detailed list of entities responsible for developing the assessment	Text		Full name of vendor.
General Subject	Assessment content area	Text	English Proficiency, Math, Other, Reading/ELA, Science, Social Studies, Writing	*FILTER CODE (see Discipline for more detailed information).
Discipline	More detailed list of assessment content area	Text		Full name of subject/ discipline.
Format	Type of responses required by assessment questions	Text	Attainment Tasks, Multiple Choice, Construction Response, Online, Oral Reading, Paper and Pencil, Paper Portfolio, Portfolio, Scripted Performance Task, Video Portfolio	Nearly all of the descriptions available in the database have been provided by states during data verification.
Assessment Type	How assessment scores are reported	Text	Criterion, Norm	Tests can be both norm and criterion.
Assessment Name	Name of the assessment as found on the state education department website	Text		
Is IEP	Assessment given to students with individualized education programs (IEPs)	Numeric	0 = Not for students with an IEP 1 = Created for students with an IEP	Tests with a value of “1” are for students with an IEP.
Is SCD	Assessment given to students who are severely cognitively disabled (SCD)	Numeric	0 = Not for SCD students 1 = Created for SCD students	Tests with a value of “1” are for SCD students.
Is ELL	Assessment given to students who are English Language Learners (ELLs)	Numeric	0 = Not for ELL students 1 = Created for ELL students	Tests with a value of “1” are for ELL students.
Is Customized	Indicates whether an assessment is customized per state specifications	Numeric	0 = Test not customized per state specifications 1 = Test customized per state specifications	

**Table 11. Data dictionary for the assessment database.** (continued)

Field Name	Field Description	Data Type	Field Categories	Notes
Is Diagnostic	Assessment is used to gather diagnostic information to identify learning problems	Numeric	0 = Test not used to diagnose learning problems 1 = Test designed and/or used to diagnose learning problems	
Sponsor State	State that administers the assessment	Text	State abbreviation	
Sponsor Name	Entities other than states, such as districts, that administer the assessment	Text		Sponsors other than states such as school districts.
Sponsor Type	Type of entity administering the assessment	Text	District, State	
Sponsor URL	Website address for information about the assessment	Text		
Testing Window	Time of year that the state administers the assessment	Text	Fall, Spring, Other	*FILTER CODE (see Start Date, End Date, and DateDesc for specific dates).
Start Date	The first date the assessment is administered	Date		1/1/2000 = Something other than specific date is used to determine when students start test (see "DateDesc" field).
End Date	The last date the assessment is administered	Date		1/1/2000 = Something other than specific date is used to determine when students complete test (see "DateDesc" field).
DateDesc	Description of how the assessment date is determined when an administration date is not given	Text		Describes how the date of a test is determined if no date is given.
Grade Level	Grade level of the students the assessment is administered to	Numeric	0 = Kindergarten 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Grade 9 10 = Grade 10 11 = Grade 11 12 = Grade 12	
Is Mandated	Whether the test is mandatory or optional for students	Numeric	0 = State does not mandate test 1 = State mandates test	
Is Random	Whether the assessment is administered to students at random or if all students meeting the assessment specifications complete the assessment	Numeric	0 = Random students chosen to complete test 1 = Students not randomly chosen to complete test	

**Table 11. Data dictionary for the assessment database.** (continued)

Field Name	Field Description	Data Type	Field Categories	Notes
Is Course-Related	Whether the assessment specifications require students to complete a course before completing the assessment	Numeric	0 = Students do not complete a specific course subject to complete test 1 = Students must complete a specific course subject to complete test	This code is usually associated with high school courses.
Is Retest	Whether the administration of the assessment is for students who failed the assessment in previous tries	Numeric	0 = Test is the first or only administration of the test 1 = Test is a retest for students who did not pass the test previously but are required to pass	This field does not include make-up test dates for students who miss the first administration of an exam. A test with retest dates often indicates the test is required, for example, to graduate high school.

## 6. Teacher Evaluation Database Data Dictionary and Codebook

States do not always have teacher and principal evaluation information readily available online; as the teacher and principal evaluation database demonstrates, some states do not even have legislation or websites about teacher and principal evaluation. The evaluation database documents information that is available online on teacher and principal evaluation systems for all 50 states and the District of Columbia from September through December 2011. The information about each evaluation system is broken down into system components in order to obtain a more detailed understanding of the levels of state development and control, as well as the requirements surrounding teacher and principal evaluation systems.

The state level of control appears on the Google Map as shades of brown that correspond to the various teacher and principal evaluation filters. Figure 2

displays an example of the coding scheme shading for state levels of control. This color scheme, which is as follows, is consistent across various parts of the evaluation systems to aid in analysis:

The darkest brown color on the map signifies that the state sets parameters but local districts actually develop the use of portfolios in evaluations or that the state rules and regulations do not mention the use of portfolios as evidence in a teacher's evaluation;

- The next darkest color signifies that the state mandates use of portfolios but allows districts a local development option;
- The lightest brown color shows states that mandate and determine how portfolios are used; and
- States without any color do not allow portfolios in teacher evaluations.

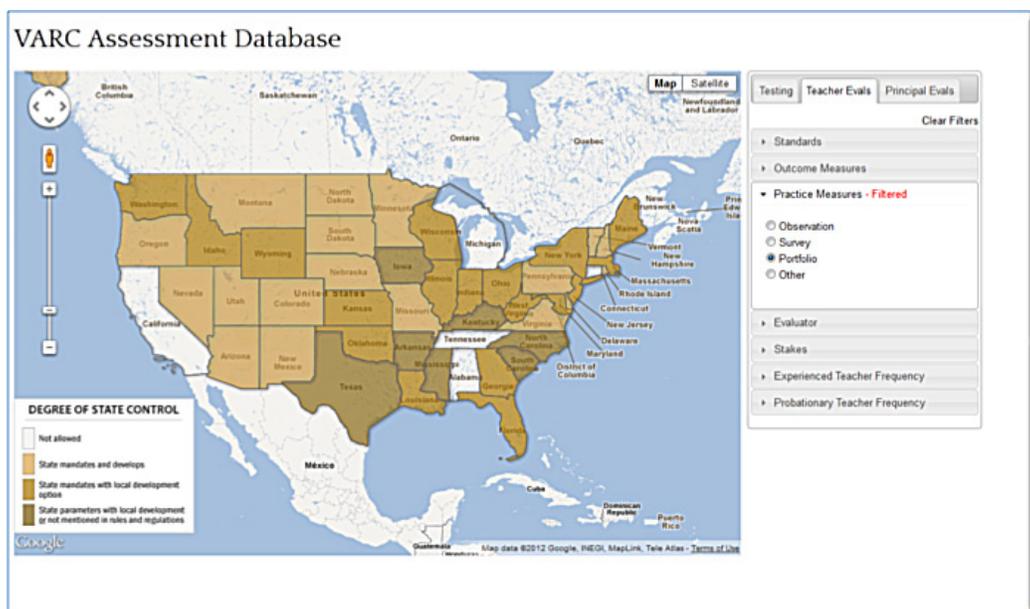


Figure 2. A screen shot of the Google Map shading showing the different levels of state control for use of portfolios in teacher evaluations.

Table 12 lists the type of information that users will find on downloaded spreadsheets from the teacher evaluation database. The data include the field name as found on a spreadsheet exported from the evaluation website, a description of the data in

the field, the type of data the field contains (either numeric or text), the categories in which the data are divided for the field, and helpful notes for the user about the information contained in the field.

**Table 12. Data dictionary for the teacher evaluation database.**

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Geography	Google Map coordinates for the state; this code is used by Google Maps to locate the state borders on a map of the United States	Numeric		These coordinates are created by Google maps.
State	Entity overseeing teacher evaluation legislation	Text		
Year of Legislation	Latest year, if applicable, legislation was passed or amended regarding teacher evaluation	Text		Notes on amendments to original legislation, mandates for timeline of implementation of a state model, etc. are in this column when possible.
State Legislation URL	Website address to access state legislation	Text		
Evaluation System URL	Website address for state website describing teacher evaluation system	Text		Only websites from state Boards of Education or similar are recorded.
Teacher Evaluation System Level of Control	Description of which entity, state or districts, controls and develops the teacher evaluation system	Number	0 = No system 1 = State system 2 = State system with local option for development 3 = State parameters with local responsibility to develop	This particular code may change for states as they develop their evaluation systems per state legislation or revised board of education rules.
Teacher Standards	Description of standards, if any, used for teacher evaluation	Text		Describes the teacher standards associated with the teacher evaluation system.
Teacher Standards Level of Control	Description of which entity, state or districts, controls and develops the teacher standards for evaluation	Number	0 = No standards 1 = State standards 2 = State standards with local option for development 3 = State parameters with local responsibility to develop	
Teacher Rubric	Description of the rubric, if any, used for teacher evaluation	Text		Describes the teacher rubric associated with the teacher evaluation system.
Teacher Rubric Level of Control	Description of which entity, state or districts, controls and develops the rubric for teacher evaluation	Number	0 = No rubric 1 = State rubric 2 = State rubric with local option for development 3 = State parameters with local responsibility to develop	

**Table 12. Data dictionary for the teacher evaluation database.** (continued)

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Teacher Performance Rating Scale	Description of the teacher effectiveness categories used for the teacher evaluation	Text		
Teacher Rating Scale Level of Control	Description of which entity, state or districts, controls and develops the rating scale for teacher evaluation	Number	0 = No rating scale 1 = State rating scale 2 = State rating scale with local option for development 3 = State parameters with local responsibility to develop	A code of “2” often means that the state has a suggested rating scale, but that districts may change that scale (i.e., number of scale points or labels).
Teacher Model Level of Control	Description of which entity, state or districts, controls and develops the model used for teacher evaluation	Number	0 = No model 1 = State model 2 = State model with local option for development 3 = State parameters with local responsibility to develop	This field should not be confused with the Teacher Evaluation System Level of Control field as many states used the term “State Framework.”
Teacher Evidence Collected	Types of artifacts and information used in teacher evaluations	Text		
Teacher Observation	Description of which entity, state or districts, controls and develops teacher observations for evaluation	Number	0 = Observation not allowed by state law or state board of education rules and regulations 1 = State mandates and develops observation 2 = State mandates observation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Teacher Survey	Description of which entity, state or districts, controls and develops teacher surveys for evaluation	Number	0 = Survey not allowed by state law or state board of education rules and regulations 1 = State mandates and develops survey 2 = State mandates survey with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	Teacher survey refers to self-assessment in most cases. It may also refer to peer assessments, but this is less common.
Teacher Portfolio	Description of which entity, state or districts, controls and develops teacher portfolios for evaluation	Number	0 = Portfolio not allowed by state law or state board of education rules and regulations 1 = State mandates and develops portfolio 2 = State mandates portfolio with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Teacher Other	Description of which entity, state or districts, controls and develops other artifacts and information used in teacher evaluation	Number	0 = Other evidence not allowed by state law or state board of education rules and regulations 1 = State mandates and develops other evidence 2 = State mandates other evidence with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	This field includes any teacher evidence collected that is not observation, teacher survey, or portfolio.
Teacher Student Outcomes	Description of which entity, state or districts, controls and develops standards for use of student outcome data for teacher evaluation	Number	0 = Use of standardized test results not allowed by state law or state board of education rules and regulations 1 = State mandates and develops use of standardized test results 2 = State mandates use of standardized test results with local option for development 3 = State parameters with local responsibility to develop	This field does not discriminate between state-developed and locally developed tests in use of student outcomes.

**Table 12. Data dictionary for the teacher evaluation database.** (continued)

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Teacher Weight of Student Outcomes	Proportion of teacher evaluation determined by student outcome data	Text		This field specifies what proportion of the teacher evaluation is based on student outcomes.
Teacher VA	Description of which entity, state or districts, controls and develops value-added data for teacher evaluation	Number	<p>0 = Use of value-added not allowed by state law or state board of education rules and regulations OR value-added is not used in the state</p> <p>1 = State mandates and develops use of value-added</p> <p>2 = State mandates use of value-added with local option for development</p> <p>3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations</p>	
Teacher Growth	Description of which entity, state or districts, controls and develops growth data for teacher evaluation	Number	<p>0 = Use of growth percentiles not allowed by state law or state board of education rules and regulations OR growth percentiles are not used in the state</p> <p>1 = State mandates and develops use of growth percentiles</p> <p>2 = State mandates use of growth percentiles with local option for development</p> <p>3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations</p>	
Teacher Attainment	Description of which entity, state or districts, controls and develops attainment data for teacher evaluation	Number	<p>0 = Use of attainment not allowed by state law or state board of education rules and regulations</p> <p>1 = State mandates and develops use of attainment</p> <p>2 = State mandates use of attainment with local option for development</p> <p>3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations</p>	
Teacher Evaluation Process	Description of the process for teacher evaluations as found on state evaluation websites	Text		This field contains a description of the teacher evaluation process found on the state website.
Who Does Teacher Evaluation?	Description of who can evaluate a teacher	Text		
Principal Evaluator	Description of which entity, state or districts, controls and develops rules about whether a principal can evaluate teachers	Number	<p>0 = Principal evaluator not allowed by state law or state board of education rules and regulations</p> <p>1 = State mandates principal evaluator</p> <p>2 = State mandates principal evaluator with local option for development (i.e., adding other evaluators)</p> <p>3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations</p>	
Central Office Staff Evaluator	Description of which entity, state or districts, controls and develops rules about whether central office staff can evaluate teachers	Number	<p>0 = Central office staff evaluator not allowed by state law or state board of education rules and regulations</p> <p>1 = State mandates central office staff evaluator</p> <p>2 = State mandates central office staff evaluator with local option for development (i.e., adding other evaluators)</p> <p>3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations</p>	

**Table 12. Data dictionary for the teacher evaluation database.** (continued)

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Teacher Peer Evaluator	Description of which entity, state or districts, controls and develops rules about whether teachers can evaluate other teachers	Number	0 = Peer evaluator not allowed by state law or state board of education rules and regulations 1 = State mandates peer evaluator 2 = State mandates peer evaluator with local option for development (i.e., adding other evaluators) 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Teacher Other Evaluator	Description of which entity, state or districts, controls and develops rules about whether other administrators can evaluate teachers	Number	0 = Other evaluator not allowed by state law or state board of education rules and regulations 1 = State mandates other evaluator 2 = State mandates other evaluator with local option for development (i.e., adding other evaluators) 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Teacher Evaluator Training	Description of the type of training available to evaluators	Text		This field describes the type of training found on the state website provided to evaluators.
Teacher Evaluator Training Level of Control	Description of which entity, state or districts, controls and develops training for teacher evaluations	Number	0 = Evaluator training not required by state law or state board of education rules and regulations 1 = State mandates and develops evaluator training 2 = State mandates evaluator training with local option for development (usually if districts may develop components of the evaluation system) 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Teacher Timing of Evaluations	Description of either when teacher evaluations should be completed or how often teachers should be evaluated	Text		This can be number of evaluations per year and/or frequency.
Experienced Teacher Frequency	Number of evaluations completed per year for experienced or tenured teachers	Number	0 = Less than once per year 1 = Once per year 2 = Twice per year 8 = Locally determined 99 = Not specified	
Probationary Teacher Frequency	Number of evaluations completed per year for probationary or non-tenured teachers	Number	0 = Less than once per year 1 = Once per year 2 = Twice per year 8 = Locally determined 99 = Not specified	
Teacher PD	Description of which entity, state or districts, controls and develops whether professional development for teachers is tied to evaluation results	Number	0 = Professional development not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates professional development related to evaluation 2 = State mandates professional development related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Teacher Promotion	Description of which entity, state or districts, controls and develops whether promotion for teachers is tied to evaluation results	Number	0 = Promotion not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates promotion related to evaluation 2 = State mandates promotion related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	

**Table 12. Data dictionary for the teacher evaluation database.** (continued)

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Teacher Dismissal	Description of which entity, state or districts, controls and develops whether dismissal of teachers is tied to evaluation results	Number	0 = Dismissal not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates dismissal related to evaluation 2 = State mandates dismissal related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Teacher Pay for Performance	Description of which entity, state or districts, controls and develops whether pay for performance for teachers is tied to evaluation results	Number	0 = Pay for performance not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates pay for performance related to evaluation 2 = State mandates pay for performance related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Teacher Tenure	Description of which entity, state or districts, controls and develops whether tenure for teachers is tied to evaluation results	Number	0 = Tenure not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates tenure related to evaluation 2 = State mandates tenure related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	“0” also applies to states that do not have teacher tenure.
Feedback Conference Required	Description of which entity, state or districts, controls and develops one-on-one feedback meetings between evaluators and teachers	Number	0 = Feedback conference not required by state law or state board of education rules and regulations 1 = State mandates and develops feedback conference 2 = State mandates feedback conference with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	A feedback conference can refer to either a formative or summative evaluation feedback conference (not just written notes) OR a feedback conference after an observation.
Teacher Data Storage	Description of the state data system where teacher evaluation information is stored	Text		This field describes where the state stores teacher evaluation data.

## 7. Principal Evaluation Database Data Dictionary and Codebook

The teacher evaluation database and the principal evaluation database are almost identical. The teacher evaluation database contains an additional field named Teacher Model Level of Control which refers to the level of state or local district control with regard to its teacher evaluation model. Since most states have not developed principal evaluation models, this field was not included in the principal

evaluation database. The data dictionary for the principal evaluation database, found in Table 13, contains the name of the field as it appears on data exported from the principal evaluation web page, a description of the data in the field, the type of data in the field (either numeric or text), the categories in which the data is divided for the field, and notes for the user about the field.

**Table 13. Data dictionary for the principal evaluation database.**

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Geography	Google Map coordinates for the state; this code is used by Google Maps to locate the state borders on a map of the United States			
State	Entity overseeing principal evaluation legislation	Text		
Year of Legislation	Latest year, if applicable, legislation was passed or amended with regard to principal evaluation	Text		Includes notes on amendments to original legislation, mandates for a timeline of implementation of a state model, etc. in this column when possible.
State Legislation URL	Website address to access state legislation	Text		
Evaluation System URL	Website address for state website describing principal evaluation system	Text		Only websites from state boards of education or similar are recorded.
Principal Evaluation System Level of Control	Description of which entity, state or districts, controls and develops the principal evaluation system	Number	0 = No system 1 = State system 2 = State system with local option for development 3 = State parameters with local responsibility to develop	This particular code may change for states as they develop their evaluation systems per state legislation or revised board of education rules.
Principal Standards	Description of standards, if any, used for principal evaluation	Text		Description of the principal standards associated with the principal evaluation system.

**Table 13. Data dictionary for the principal evaluation database.** (continued)

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Principal Standards Level of Control	Description of which entity, state or districts, controls and develops the principal standards for evaluation	Number	0 = No standards 1 = State standards 2 = State standards with local option for development 3 = State parameters with local responsibility to develop	
Principal Rubric	Description of the rubric, if any, used for principal evaluation	Text		Description of the principal rubric associated with the principal evaluation system.
Principal Rubric Level of Control	Description of which entity, state or districts, controls and develops the rubric for principal evaluation	Number	0 = No rubric 1 = State rubric 2 = State rubric with local option for development 3 = State parameters with local responsibility to develop	
Principal Performance Rating Scale	Description of the principal effectiveness categories used for the principal evaluation	Text		
Principal Rating Scale Level of Control	Description of which entity, state or districts, controls and develops the rating scale for principal evaluation	Number	0 = No rating scale 1 = State rating scale 2 = State rating scale with local option for development 3 = State parameters with local responsibility to develop	A code of "2" often means that the state has a suggested rating scale, but that districts may change that scale (i.e., number of scale points or labels).
Principal Evidence Collected	Types of artifacts and information used in principal evaluations	Text		
Principal Observation	Description of which entity, state or districts, controls and develops principal observations for evaluation	Number	0 = Observation not allowed by state law or state board of education rules and regulations 1 = State mandates and develops observation 2 = State mandates observation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Principal Survey	Description of which entity, state or districts, controls and develops principal surveys for evaluation	Number	0 = Survey not allowed by state law or state board of education rules and regulations 1 = State mandates and develops survey 2 = State mandates survey with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	Principal survey refers to self-assessment.
Principal Portfolio	Description of which entity, state or districts, controls and develops principal portfolios for evaluation	Number	0 = Portfolio not allowed by state law or state board of education rules and regulations 1 = State mandates and develops portfolio 2 = State mandates portfolio with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Principal Other	Description of which entity, state or districts, controls and develops other artifacts and information used in principal evaluation	Number	0 = Other evidence not allowed by state law or state board of education rules and regulations 1 = State mandates and develops other evidence 2 = State mandates other evidence with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	This field includes any principal evidence that is not observation, self-assessment, or portfolio.

**Table 13. Data dictionary for the principal evaluation database.** (continued)

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Principal Student Outcomes	Description of which entity, state or districts, controls and develops standards for use of student outcome data for principal evaluation	Number	0 = Use of standardized test results not allowed by state law or state board of education rules and regulations 1 = State mandates and develops use of standardized test results 2 = State mandates use of standardized test results with local option for development 3 = State parameters with local responsibility to develop	This field does not discriminate between state-developed and locally developed tests in use of student outcomes.
Principal Weight of Student Outcomes	Proportion of principal evaluation determined by student outcome data	Text		This field specifies what proportion of the principal evaluation is based on student outcomes.
Principal VA	Description of which entity, state or districts, controls and develops value-added data for principal evaluation	Number	0 = Use of value-added not allowed by state law or state board of education rules and regulations OR value-added is not used in the state 1 = State mandates and develops use of value-added 2 = State mandates use of value-added with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Principal Growth	Description of which entity, state or districts, controls and develops growth data for principal evaluation	Number	0 = Use of growth percentiles not allowed by state law or state board of education rules and regulations OR growth percentiles are not used in the state 1 = State mandates and develops use of growth percentiles 2 = State mandates use of growth percentiles with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or board of education rules and regulations	
Principal Attainment	Description of which entity, state or districts, controls and develops attainment data for principal evaluation	Number	0 = Use of attainment not allowed by state law or state board of education rules and regulations 1 = State mandates and develops use of attainment 2 = State mandates use of attainment with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	
Principal Evaluation Process	Description of the process for principal evaluations as found on state evaluation websites	Text		This field contains a description of the principal evaluation process found on the state website.
Who Does Principal Evaluation?	Description of who can evaluate a principal	Text		There are a few states still trying to determine who will do principal evaluations when the superintendent and the principal are one in the same.
Superintendent Evaluator	Description of which entity, state or districts, controls and develops rules about whether a superintendent can evaluate principals	Number	0 = Superintendent evaluator not allowed by state law or state board of education rules and regulations 1 = State mandates superintendent evaluator 2 = State mandates superintendent evaluator with local option for development (i.e., adding other evaluators) 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	Superintendent evaluator includes the superintendent and his or her designee.

**Table 13. Data dictionary for the principal evaluation database.** (continued)

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Central Office Staff Evaluator	Description of which entity, state or districts, controls and develops rules about whether central office staff can evaluate principals	Number	0 = Central office staff evaluator not allowed by state law or state board of education rules and regulations 1 = State mandates central office staff evaluator 2 = State mandates central office staff evaluator with local option for development (i.e., adding other evaluators) 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	
Principal Peer Evaluator	Description of which entity, state or districts, controls and develops rules about whether principals can evaluate other principals	Number	0 = Peer evaluator not allowed by state law or state board of education rules and regulations 1 = State mandates peer evaluator 2 = State mandates peer evaluator with local option for development (i.e., adding other evaluators) 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	
Principal Other Evaluator	Description of which entity, state or districts, controls and develops rules about whether others can evaluate principals	Number	0 = Other evaluator not allowed by state law or state board of education rules and regulations 1 = State mandates other evaluator 2 = State mandates other evaluator with local option for development (i.e., adding other evaluators) 3 = State parameters with local responsibility to develop	
Principal Evaluator Training	Description of the type of training available to evaluators	Text		This field describes the type of training provided to evaluators found on the state website.
Principal Evaluator Training Level of Control	Description of which entity, state or districts, controls and develops training for principal evaluations	Number	0 = Evaluator training not required by state law or state board of education rules and regulations 1 = State mandates and develops evaluator training 2 = State mandates evaluator training with local option for development (usually if districts may develop components of the evaluation system) 3 = State parameters with local responsibility to develop	
Principal Timing of Evaluations	Description of either when principal evaluations should be completed or how often principals should be evaluated	Text		This can be number of evaluations per year and/or frequency.
Experienced Principal Frequency	Number of evaluations completed per year for experienced or tenured principals	Number	0 = Less than once per year 1 = Once per year 2 = Twice per year 8 = Locally determined 99 = Not specified	
Probationary Principal Frequency	Number of evaluations completed per year for probationary or non-tenured principals	Number	0 = Less than once per year 1 = Once per year 2 = Twice per year 8 = Locally determined 99 = Not specified	
Principal PD	Description of which entity, state or districts, controls and develops whether professional development for principals is tied to evaluation results	Number	0 = Professional development not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates professional development related to evaluation 2 = State mandates professional development related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	

**Table 13. Data dictionary for the principal evaluation database.** (continued)

Field Names	Field Descriptions	Data Types	Field Categories	Notes
Principal Promotion	Description of which entity, state or districts, controls and develops whether promotion for principals is tied to evaluation results	Number	0 = Promotion not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates promotion related to evaluation 2 = State mandates promotion related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	
Principal Dismissal	Description of which entity, state or districts, controls and develops whether dismissal of principals is tied to evaluation results	Number	0 = Dismissal not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates dismissal related to evaluation 2 = State mandates dismissal related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	
Principal Pay for Performance	Description of which entity, state or districts, controls and develops whether pay for performance for principals is tied to evaluation results	Number	0 = Pay for performance not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates pay for performance related to evaluation 2 = State mandates pay for performance related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	
Principal Tenure	Description of which entity, state or districts, controls and develops whether tenure for principals is tied to evaluation results	Number	0 = Tenure not allowed to be related to evaluation by state law or state board of education rules and regulations 1 = State mandates tenure related to evaluation 2 = State mandates tenure related to evaluation with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	"0" also applies for states that do not have principal tenure.
Feedback Conference Required	Description of which entity, state or districts, controls and develops one-on-one feedback meetings between evaluators and principals	Number	0 = Feedback conference not required by state law or state board of education rules and regulations 1 = State mandates and develops feedback conference 2 = State mandates feedback conference with local option for development 3 = State parameters with local responsibility to develop OR not mentioned in state laws or state board of education rules and regulations	A feedback conference can refer to either a formative or summative evaluation feedback conference (not just written notes) OR a feedback conference after an observation.
Principal Data Storage	Description of the state data system where principal evaluation information is stored	Text		This field describes where the state stores the principal evaluation data.

## References

**Center for Evaluation and Education Policy. (2008).** *50-State inventory of assessment programs developed to comply with NCLB*. Bloomington: Center for Evaluation and Education Policy.

**Shelton, S. (2010).** *Strong leaders strong schools 2010 school leadership laws*. Denver: The National Conference of State Legislatures.

**The National Council on Teacher Quality. (2011).** *State of the states: Trends and early lessons on teacher evaluation and effectiveness policies*. Washington, DC: The National Council on Teacher Quality.