

## Databases on State Teacher and Principal Evaluation Policies (STEP Database and SPEP Database)

### 3: Selecting Measures

**Topic:** Measures of Indirect Effects of Principal Performance

For a list of state references shown in brackets (e.g., [RI-2], [DC-5]), please click the title of the state desired.

Note to user: If the answer to a question is listed as **"Not specified,"** the researcher was unable to locate sufficient information to provide an accurate answer.

State	E. Does the state mandate or recommend measures other than student achievement measures (school student retention data, graduation and dropout rates, school incident reports, etc.)?
<a href="#">Arizona</a>	No
<a href="#">Delaware</a>	Yes, the state lists school success data and multiple artifacts (such as handbooks, agendas, newsletters, and schedules) that can be used as evidence for an evaluation rating [DE-7, pp. 7–16].
<a href="#">District of Columbia</a>	Yes, recommends using graduation rates or promotion from 9th to 10th grade as a school-specific goal [DC-7, p. 8].
<a href="#">Georgia</a>	Yes, reduction in the achievement gap, student attendance data, and data on the retention of highly effective teachers [GA-14, p. 6; Georgia Department of Education, personal communication]
<a href="#">Illinois</a>	Yes, recommends for districts that include other growth measures in the final student growth score: <ul style="list-style-type: none"> <li>• Attainment measures on academic assessments</li> <li>• Cohort-to-cohort improvement measures on academic assessments</li> <li>• Subgroup performance data on academic assessments</li> <li>• Pass rates on advanced placement exams, and potentially by subgroup as well</li> <li>• 21st century skill assessments (may be nontest in certain assessments)</li> <li>• Growth for English language learners</li> <li>• WorkKeys assessments</li> <li>• Attendance</li> <li>• Postsecondary matriculation and persistence</li> <li>• Graduation rate</li> <li>• Percentage on-track to graduation</li> <li>• 9th-grade and 10th-grade promotion</li> <li>• Truancy</li> <li>• Excused/unexcused absences</li> </ul>

	<ul style="list-style-type: none"> <li>• Discipline information (referrals)—if district has consistent definitions and approach (e.g., Positive Behavioral Interventions Supports, student behavior programs)</li> <li>• Advanced placement completion rates</li> <li>• Dual-credit earning rates</li> </ul> <p>[L-2, pp. 25–26]</p>
<a href="#"><u>Maryland</u></a>	Yes, recommends graduation rate, career attainment, and attendance as part of the Maryland School Performance Index in the state model. The state also recommends Advanced Placement enrollment, Advanced Placement performance, or decreases in the dropout rate as local education agency growth measures [MD-5, p. 146].
<a href="#"><u>Massachusetts</u></a>	Not currently specified. Forthcoming guidance will recommend using indirect measures of student learning, growth, and achievement for those educator roles for which direct measures of learning gains would not be available or pertinent to the educator's primary role [Massachusetts Department of Elementary and Secondary Education, personal communication].
<a href="#"><u>New York</u></a>	Yes, recommends. The state recommends several options for locally selected measures including the following: graduation and dropout rates, Advance Placement scores, percentage of students who earn a Regents diploma with advanced designations or honors, and students' progress toward graduation using predictive indicators (credit accumulation, Regents examinations performance for graduation, etc.) [NY-16, sec. 3012-c (2)(f)(3)(vi–viii)].
<a href="#"><u>North Carolina</u></a>	Yes, mandates that evaluations include measures of teacher retention, teacher support, and school climate [NC-2]. Student dropout data and teacher retention data also may be used as artifacts when the evaluator and principal disagree on the latter's rating [NC-9, pp. 1–2].
<a href="#"><u>Ohio</u></a>	Not currently. The state is currently examining indirect measures with a student growth advisory committee composed of various stakeholders. The student growth measures advisory committee will make recommendations on additional indirect measures of principal performance for the 2012–13 school year [Ohio Department of Education, personal communication].
<a href="#"><u>Rhode Island</u></a>	Yes, teacher retention data, tenure data, dismissal data, grade progression, AP course participation rates and scores, and ACT or SAT participation rates and scores may all be used as evidence on the Building Administrator Professional Practice Rubric [RI-8, pp. 73–84; RI-26; RI-27].
<a href="#"><u>Tennessee</u></a>	Yes, recommends. For the 15 percent of other measures of student achievement in their evaluations, principals may use graduation rates, postsecondary matriculation/persistence rates, completion/success in advanced coursework, or ninth-grade promotion or retention rates [TN-21, p. 3].
<a href="#"><u>Washington</u></a>	Not specified

