

Background on Senate Bill 10-191

SB 191 established new requirements for the evaluation of licensed personnel, including:

- Requiring the State Board to establish definitions of “effectiveness for teachers and principals and requiring the board to adopt statewide minimum standards for what it means to be an effective teacher or principal
 - Requiring that all teachers and principals be evaluated at least 50 percent on the academic growth of their students
 - Requiring annual evaluation of all teachers and principals
 - Changing non-probationary status from one that is earned based upon years of service to one that is earned based upon three consecutive years of demonstrated effectiveness
 - Establishing that non-probationary status may be lost based upon two consecutive years of ineffectiveness.
- The 15-member State Council for Educator Effectiveness, appointed by the governor, is guided by SB 191. The council was responsible for providing recommendations to the State Board concerning statewide definitions of effectiveness, performance ratings and evaluation standards for teachers and principals, and other guidelines for adequate implementation of a high-quality educator evaluation system.
- The State Council began meeting in March 2010 and has held 32 meetings as of last Friday (Nov 4th). The council made recommendations to the State Board in April 2011.
- SB 191 required the State Board to establish rules concerning the planning, development, implementation, and assessment of a system to evaluate the effectiveness of licensed personnel.
- The draft rules include the following provisions:
 - Districts may adopt state quality standards, or adopt their own standards that “meet or exceed” the state standards, provided that they crosswalk their quality standards to the state quality standards and are able to report information to CDE for each principal and teacher on each of the state quality standards.
 - During the pilot period, CDE will develop a framework and a decision-making structure, using recommendations from State Council and information gathered during the pilot period. Districts may use the framework and decision-making structure as an example, or develop their own. Districts that develop a local framework and decision-making

structure must ensure that each of the state's principal quality standards concerning professional practice has a "measureable influence" on each educator's final professional practice score and his/her overall performance rating and that the student academic growth standards be 50% of his/her overall performance rating.

- 4 statewide performance ratings are established: highly effective, effective, partially effective and ineffective. During the pilot period, as CDE develops the framework and decision-making structure for the state model system, CDE will develop statewide definitions for each rating.
- CDE will collect assurances from each district indicating whether the district is implementing the state model system or implementing its own system that satisfies statutory and regulatory requirements. CDE also may incorporate evaluation system data into other accountability and improvement efforts. When data collected by CDE indicates that a district is unable to implement a system that meets the objectives of SB 191, CDE will conduct a more thorough review of the district's processes and procedures.
- Once the state board has approved these rules, they will be sent to the General Assembly for review. The General Assembly will either approve the rules or repeal provisions of the rules no later than February 15, 2012. For any provisions that are repealed by the General Assembly, the State Board must promulgate emergency rules and re-submit them to the General Assembly for review no later than May 1, 2012.
- The following districts will pilot the state's model evaluation system through their participation in the Colorado Legacy Foundation's integration district work: Centennial School District, Denver Public Schools, Eagle County School District, Thompson School District, and the San Juan BOCES (including the Archuleta, Bayfield, Dolores County, Durango, Ignacio, Mancos, Montezuma-Cortez, and Silverton districts). This work is funded by the Bill and Melinda Gates Foundation.
- CDE has also begun to pilot the state model evaluation system in the following districts:
 - Pilot site 1: Moffat and South Routt
 - Pilot site 2: Jefferson County
 - Pilot site 3: Wray
 - Pilot site 4: Kiowa, Crowley, Miami-Yoder, and Custer
 - Pilot site 5: Valley RE-1
 - Pilot site 6: St. Vrain
 - Pilot site 7: Platte Canyon
 - Pilot site 8: Salida, Del Norte, Mountain Valley, and Center
- Including the "integration districts," 27 districts will be piloting the state model system.

- Harrison 2 and Brighton are “partner districts” that will map their system against the state model system.
- SB 191 contemplates a “continuous improvement cycle” for the rules and regulations pertaining to SB 191. CDE staff and the SBE are taking the learnings from the pilot program seriously and can revisit the rules each year to make mid-course corrections as we learn from the implementation in the pilots.