



State of Arizona
Department of Education

Application of Teacher/Principal Evaluation Statutes to Charter Schools

In 2010, the Arizona Legislature passed and the governor signed into law SB1040 (Laws 2010, Ch. 297), which created the mandate to develop a statewide teacher/principal evaluation system. The resulting model framework adopted by the Arizona State Board of Education, the *Arizona Framework for Measuring Educator Effectiveness* (Framework), is the basis for all teacher and principal evaluation systems in the state.

In 2012, the Legislature passed and the governor signed into law HB2823 (Laws 2012, Ch. 259), which contains more specifics about the structure of the teacher and principal evaluation system, as well as a timeline for implementation, and consequences for those educators that earn an ineffective rating for multiple years. Confusingly, some of these elements apply only to school districts, while others apply to both school districts and charter schools. The purpose of this document is to identify the responsibilities of charter schools as they relate to teacher and principal evaluations under current statute.

The Arizona Framework for Measuring Educator Effectiveness

Teacher and Principal evaluations are mandated by A.R.S. § 15-203(A)(38), which directs the Arizona State Board of Education to adopt and maintain a model framework. Charter schools are required by this statute to institute a teacher and principal evaluation system that meets the requirements of the Framework. The “principal” is each charter school’s instructional leader whose primary responsibility is to oversee the academic performance of the charter school. This person is to be evaluated according to the Framework.

Unless the **Alternative Timeline** (discussed below) has been elected, this teacher and principal evaluation system is to be in place this school year (2012-2013).

By December 1, 2012, the Framework will be amended by the Arizona State Board of Education to include four performance classifications:

- Highly Effective
- Effective
- Developing
- Ineffective



By school year 2013-2014, charter schools must adopt definitions for the performance classifications in a public meeting and apply the performance classifications to their teacher and principal evaluation instruments in a manner designed to improve principal and teacher performance.

In conducting teacher evaluations, the Framework requires charter schools to conduct “at least two” classroom observations. However, charter schools are not mandated to follow the same statutory conditions as school districts for the timing and duration of those classroom observations. See A.R.S. § 15-537(E).

Alternative Timeline

HB2823 created a mechanism to delay implementation of the teacher and principal evaluations until school year 2013-2014 if certain conditions are met. In order to elect the alternative timeline, a charter school governing body must vote to postpone the evaluation implementation at a public meeting and adopt a plan at the public meeting that includes:

- Before September 30, 2012:
 - A timeline for implementation of the evaluation by the beginning of the 2013-2014 school year.
 - A plan for engaging teachers and other interested stakeholders.
 - A plan to determine how the evaluations will guide professional development.
- Before December 31, 2012:
 - An instrument or instruments considered for the evaluation.
 - The percentage of the outcome of the evaluation in accordance with the Framework.

Evaluation Sharing/Disclosure

Under HB2823, a school district governing board must make available a principal’s evaluation and performance classification to another school district or charter school that is inquiring for employment purposes (A.R.S. § 15-503(F)). The statute is silent on a charter school’s disclosure of a principal’s evaluation and performance classification.

Also under HB2823, a school district governing board must make available the evaluation and performance classification of a certificated teacher to another school district or charter school that is inquiring for employment purposes (A.R.S. § 15-537(I)). Except in the narrowly defined circumstances listed in the statute, the evaluation and performance classification of a school district certificated teacher is confidential and not a public record. The statute is silent on a charter school’s disclosure of a teacher’s evaluation and performance classification.

Classroom Site Fund

HB2823 contains two new provisions with regard to a school district’s allocation of classroom site fund monies which, beginning in school year 2014-2015, tie the monies to a teacher’s performance classification. However, these new provisions apply only to district schools.

