







# Arizona

<b>Law Analyzed</b>	SB 1040, HB2227 (Laws 2010, Ch. 98), Revised statute 15-203 and AZ Framework for Measuring Teacher Effectiveness, HB 2823
<b>Date Passed</b>	2010, 2012
<b>Overall Rating</b>	7.25





In May 2010 the Arizona legislature passed, and Governor Jan Brewer (R) signed, SB 1040, which requires districts and charter schools to annually evaluate teachers and principals and amends the powers and duties of the State Board of Education to include adoption of a model teacher and principal evaluation system that includes quantitative data on student performance. In April 2011 the State Board-created Task Force on Teacher and Principal Evaluations submitted to the Board a proposed “Framework for Measuring Educator Effectiveness” that defines three components of teacher evaluations (classroom-level data, school-level data, and teaching performance as measured through classroom observations), weighting options for each component for teachers with and without state test data, and measures that LEAs may use for school- and classroom-level data.

In April 2012, the legislature passed, and Gov. Brewer signed, HB 2823, which further clarifies the responsibilities of the State Board and districts related to design and implementation of teacher and principal evaluations, and addresses the use of evaluations for teacher contracting, dismissal, and compensation. The law also prohibits teachers with the lowest performance rating from being transferred to another school and any teacher from being transferred without consent of the sending and receiving principal, as well as the district human resources office. Arizona’s law does not require transparent public reporting on aggregate teacher performance, inform parents if their child is being taught by an ineffective teacher, protect children from being taught by an ineffective teacher for consecutive years, or hold teacher preparation programs accountable for the performance of their graduates. It also does not end “last-in, first-out” layoffs or address excessing. These are all areas for potential improvements in the future.



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Criteria	Explanation	Score
Are teachers evaluated at least annually?	Yes.	
Are principals, as well as teachers, evaluated?	Yes. SB 1040 required the State Board of Education to adopt a model framework for both teacher and principal evaluation.	
Is evidence of student learning a factor in teacher evaluations?	The law requires quantitative data on student academic progress to account for between 33 and 50 percent of the evaluation outcomes.	
Do evaluations differentiate between multiple levels of educator performance?	Yes. Arizona Revised Statutes 15-203 require the state board to develop a model framework that includes four performance classifications: highly effective, effective, developing, and ineffective.	
Are parents and the public provided clear information about teacher effectiveness?	Teacher evaluation reports and performance classifications are confidential, do not constitute a public record, and shall not be shared with any person except the teacher, authorized district officers and employees for personnel matters, or for introduction as evidence in any court action between the school board and teacher in which the competency of the teacher is at issue or where there is a challenge to the outcome of a hearing at which the evaluation and performance classification were an exhibit. The law does not address public aggregated reporting.	
Are educator preparation programs accountable for graduates' effectiveness?	The law does not address.	

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Is tenure linked to effectiveness?	A school district may offer a teaching contract to a teacher who has taught for less than three consecutive years and has been designated in the lowest performance classification, but due process protections and dismissal procedures for multiyear contract teachers do not apply until the teacher has earned a higher performance classification for two consecutive years.	
Does state provide clear authority to dismiss ineffective teachers and a reasonable process for doing so?	A teacher who has been designated in the lowest performance classification for two consecutive years or three nonconsecutive years may not be assigned as a teacher of record until completing a professional development program focused on areas the teacher needs to improve. If the school district does not provide professional development, it shall notify the teacher of inadequate classroom performance (a grounds for dismissal) and initiate dismissal through existing dismissal proceedings. Under Arizona laws pre-dating SB 1040, a teacher charged for dismissal may request a hearing, which the board of education may hold itself or designate a hearing officer to conduct, selected via mutual consent from an approved list. In either case, the board of education makes the final decision, and the total timeline allowed in law for this process is 50 days.	
Is effectiveness, rather than seniority, the primary consideration in reductions in force?	HB 2227 prohibits a school district from adopting a policy that provides retention for teachers based on tenure or seniority. HB 2011, part of budget legislation passed in 2009, applied a similar prohibition to charter schools.	
In cases of teacher excessing, is there a process for teachers to secure new positions through mutual consent, and for those who cannot do so to eventually be discharged from employment?	Under HB 2227 and HB 2011, Arizona teachers do not have retention or recall rights based on order of seniority, but the law does not provide a process for exiting from employment excessed teachers who fail to obtain positions through mutual consent hiring.	

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Do principals have authority to decide who teaches in their schools?	A teacher may not be transferred within the district unless the principal of the transferring school, the principal of the receiving school, and the district human resources department approve the transfer in writing. The decision shall take into consideration the current distribution of teachers and the needs of pupils in the school before deciding if the transfer is in the best interests of the students in the school.	
Does the law protect students from being consecutively assigned to ineffective teachers?	No.	
Are effective teachers rewarded with increased compensation?	Districts and charter schools must allocate 40 percent of the classroom site funds they receive from the state for teacher compensation increases based on performance and employment-related expenses. Performance-based compensation shall incorporate teachers' evaluations and performance classifications.	