

Your Question:

You wanted to know if states using college entrance exams—particularly the SAT, but also the PSAT and ACT—to meet federal assessment requirements are also using the exams to evaluate teachers.

Our Response:

To answer your question, we consulted 50-state information provided by the National Council for Teacher Quality (NCTQ) as well as states statutes, codes and other state department of education resources. It is important to note that states are at [varying stages of implementation](#) and that some states are reconsidering their evaluation systems altogether. The summaries provided below may not reflect the systems as they are currently being implemented.

- According to [our research](#), nine states use a college entrance exam—the ACT, SAT or PSAT—to meet federal testing requirements in math and English Language Arts. (CO, CT, DE, IL, ME, MI, MT, NE and NH).
- According to 50-state information provided by the [National Council for Teacher Quality](#), of these nine states, only five include student achievement/growth in teacher evaluation systems (CO, DE, IL, ME, MI).
- According to our research, of the five states, three (CO, IL and MI) permit the use of college entrance exam scores in teacher evaluations and two states (ME and DE) do not. State specifics are provided below.

Of the nine states that use a college entrance exam to meet federal testing requirements, four states (CT, MT, NE and NH) do not include student achievement/growth in teacher evaluation systems at all.

1. **Connecticut:** The Connecticut State Board of Education voted this week to remove student test scores in from teacher evaluation systems.
2. **Montana:** Objective measures of student achievement are not required.
3. **Nebraska:** Objective measures of student achievement are not required.
4. **New Hampshire:** New Hampshire’s task force outlines a system that incorporates student performance, however these elements are not required.

Of the nine states that use a college entrance exam to meet federal testing requirements, two states (DE and ME) include student achievement/growth in teacher evaluation systems, but do not permit the use of college entrance exams in evaluation scores.

1. **Delaware:** Subject to approval of pending regulation changes, beginning in 2017-2018, growth will account for 20 percent of the teacher evaluation score for all teachers. Beginning in the 2017-2018 school year, the growth component will be comprised of two parts: 1) the state assessment when growth data is available for a group of ten or more students; and 2) a growth measure chosen from a list of state-approved assessments OR student growth goals. (When the state assessment is not applicable, the growth component consists of two measures chosen from a list of state-approved internal/external assessments AND/OR student growth goals.)
 - Because the system measures growth and not achievement, college entrance assessments are not used to meet the state assessment requirement. In addition, the list of approved [internal](#) and [external](#) assessments do not include the PSAT or SAT.

- Additional information and resources:

- [Delaware Student Growth Model for Teacher & School Leader Evaluation](#)
- [Delaware Performance Appraisal System](#)
- [Delaware Department of Education – Teacher & Leader Effectiveness Branch \(TLEB\) DPAS-II: Student Improvement Component for 2016-17](#)

- 2. Maine:** Growth must be “significant” factor in all teacher evaluation scores. Teacher evaluations must use multiple measures of educator effectiveness, including but not limited to student learning and growth. Standardized tests, if applicable, must be used.

- The SAT does not meet the requirements for “permissible measures” used in teacher evaluation systems because it does not have a pre- and post-test measure. (05-071 CMR Ch. 180, § 7; Additional resources [here](#)).

Of the nine states that use a college entrance exam to meet federal testing requirements, three states (CO, IL and MI) permit the use of college entrance exams in teacher evaluation scores.

- 1. Colorado:** Growth accounts for 50 percent of the evaluation score for all teachers. For tested teachers, multiple measures include: results from the Colorado growth model; a measure of individually attributed student academic growth; a measure of collectively attributed student academic growth; and statewide summative assessment results, when available. For nontested teachers, multiple measures include: a measure of individually attributed student academic growth; a measure of collectively attributed student academic growth; and statewide summative assessment results, when available.

- PSAT, ACT and SAT scores can be used as one component in the statewide summative assessment growth score. (C.R.S.A. § 22-9-106; C.R.S.A. § 22-7-1006.3; [State Assessment Data in Educator Evaluations](#))

- 2. Illinois:** Growth accounts for 30 percent of the evaluation score for all teachers. For each category of teacher, districts must include the use of at least one Type I (statewide or beyond) or Type II (districtwide) assessment and at least one Type III (aligned with course curriculum) assessment, along with a measurement model to assess student growth on these assessments. Teachers without Type I or Type II assessments must use two Type III assessments. Examples include teacher-created assessments and student work samples or portfolios. Student learning objectives are one option districts can choose as a measurement model.

- SAT scores can be used as one component in the growth score. The Type I assessment is defined as a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS. (23 IAC 50.110-.200; 23 Ill. Adm. Code 50.30)

- 3. Michigan:** Growth accounts for 40 percent of the evaluation score for all teachers. For tested teachers, 20 percent must be rated on test scores; the other 20 percent must be measured using “multiple research-based growth measures or alternative assessments that are rigorous and comparable across school.” Nontested teachers are measured using “multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools.” Districts must determine whether or not their student growth measures meet statutory requirements. (M.C.L.A. 380.1249)

- The Michigan Merit Exam includes the PSAT (grades 9 & 10) and the SAT & ACT WorkKeys (11). Because of this, it appears college entrance exam scores can be included in the growth score.