## ADMINISTRATIVE RULES Economic Impact Analysis

2. Administrative Rule Chapter, Title and Number PI Chapter 47: Educator Effectiveness Equivalency Process 3. Subject Educator Effectiveness Equivalency Process 4. Fund Sources Affected 6. Fund Sources Affected 6. Fund Sources Affected 6. Chapter 20, Stats. Appropriations Affected 7. Fund Sources Affected 7. Fund Sources Affected 7. Fund Sources Affected 7. Fund Sources Affected 7. Increase Existing Revenues 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. The Rule Will Impact the Following (Check All That Apply) 7. Stats, us ubmit a new model for evaluating educator practice within the Wisconsin Educator Effectiveness System mi ghtnot 7. Stats. August All State's model for evaluating educator practice within the Wisconsin Educator Effectiveness System mi ghtnot 7. Stats, us submit a new model for evaluating educator practice for review to the department. The equivalency process 7. State August All State	1. Type of Estimate and Analysis		
PI Chapter 47: Educator Effectiveness Equivalency Process         3. Subject         Educator Effectiveness Equivalency Process         4. Fund Sources Affected       5. Chapter 20, Stats. Appropriations Affected         GPR       FED       PRO       PRS       SEG         State       SEG.       20.255(1)(hg)       6.         6. Fiscal Effect of Implementing the Rule       Increase Costs       Could Absorb Within Agency's Budget       1.         Indeleminate       Decrease Existing Revenues       Could Absorb Within Agency's Budget       1.         Indeleminate       Decrease Cost       7.       The Rule Will Impact the Following (Check All That Apply)       Specific Businesses/Sectors         State's Economy       Public Utility Rate Payers       Small Businesses (if checked, complete Attachment A)         8. Would Implementation and Compliance Costs Be Greater Than \$20 million?       This rule recognizes the state's model for evaluating educator practice within the Wiscons in Educator Effectiveness System mightnot suitevery district's unique needs. As such, this rule allows a school district, ornoartium of district, or chatre school established under s. 118.40(21), Stats to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the education practice Component within the state system, the studentoutcomes component is not subject to equivalency in the school districts, or chatre school established under s. 118.40(21), Stats to submit a new model for revaluating educat			
3. Subject         Educator Effectiveness Equivalency Process         4. Fund Sources Affected       5. Chapter 20, Stats. Appropriations Affected         □ GP □ FED □ PRO □ PRO □ PRS □ SEG □ SEG-S       20.255(1)(hg)         6. Fiscal Effect of Implementing the Rule       □ Increase Costs         □ No Fiscal Effect □ Increase Existing Revenues       □ Decrease Costs         □ No Fiscal Effect □ Increase Existing Revenues       □ Decrease Cost         □ Indeterminate       □ Decrease Cost         □ State's Economy       □ Decrease Sectors         □ Local Government Units       □ Small Businesses (If checked, complete Attachment A)         8. Would Implementation and Compliance Costs Be Greater Than \$20 million?       □ Yes         □ Yes       □ No         9. Policy Problem Addressed bythe Rule       Instressed byto Instruction of districts, or charter school established under suite very district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under suite very district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under suite were district's and the organization developing their equivalent model for review to the department. The equivalency process applies only to the educator practice cors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments.         10. Summaryof the businesses, business sectors, associations repres	2. Administrative Rule Chapter, Title and Number		
Educator Effectiveness Equivalency Process         4. Fund Sources Affected       5. Chapter 20, Stats. Appropriations Affected         GPR       FED       PRO       PRS       SEG       20.255(1)(hg)         6. Fiscal Effect of Implementing the Rule       Increase Costs       Increase Costs         Indeterminate       Decrease Existing Revenues       Could Absorb Within Agency's Budget       Increase         Indeterminate       Decrease Existing Revenues       Could Absorb Within Agency's Budget       Increase         State's Economy       Specific Businesses/Sectors         State's Economy       Small Businesses (if checked, complete Attachment A)         8. Would Implementation and Compliance Costs Be Greater Than \$20 million?         Yes       Xo         9. Policy Problem Addressed by the Rule         This rule recognizes the state's model for evaluating educator practice or review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency.         10. Summaryof the businesses, business sectors, associations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for some asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and the department of their intention to apply for an equivalent model for the 2013-14 school year.	PI Chapter 47: Educator Effectiveness Equivalency Process		
4. Fund Sources Alfected       5. Chapter 20, Stats. Appropriations Alfected         GPR       FED       PRO       PRS       SEG       20.255(1)(hg)         6. Fiscal Effect       Increase Costs       Could Absorb Within Agency's Budget         Indeterminate       Decrease Existing Revenues       Decrease Cost         7. The Rule Will Impact the Following (Check All That Apply)       Specific Businesses/Sectors         State's Economy       Public Utility Rate Payers         Mocal Government Units       Small Businesses (if checked, complete Attachment A)         8. Would Implementation and Compliance Costs Be Greater Than \$20 million?       Ves         Yes       No         9. Policy Problem Addressed bythe Rule       This rule acognizes the state's model for evaluating educator practice to interview to the department. The equivalency process applies onlyto the educator practice component within the state system; the student outcomes component is not subject to equivalency.         10. Summaryof the businesses, business sectors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments.         School districts and use organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department ontacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.	3. Subject		
□ GPR       □ FED       □ PRO       ⊠ PRS       SEG       20.255(1)(hg)         6. Fiscal Effect       0 Increase Existing Revenues       □ Increase Costs         □ Indeterminate       □ Decrease Existing Revenues       □ Decrease Cost         7. The Rule Will Impact the Following (Check All That Apply)       □ Specific Businesses/Sectors         □ State's Economy       □ Public Utility Rate Payers         □ Local Government Units       □ Small Businesses (if checked, complete Attachment A)         8. Would Implementation and Compliance Costs Be Greater Than \$20 million?       ○ Policy Problem Addressed by the Rule         This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System mi ght not suitevery district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(27), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the studentoutcomes component is not subject to equivalency.         10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individua Is that maybe affected by the proposed rule that were contacted for comments.         School districts and the organization developing their equivalent model for the 2013-14 school year.         11. Identify the local governmental units that participated in the development of this rintention to apply for an equivalent model for th	Educator Effectiveness Equivalency Process		
6. Fiscal Effect of Implementing the Rule   □ No Fiscal Effect □ Increase Existing Revenues □ Could Absorb Within Agency's Budget   □ Indeterminate □ Decrease Existing Revenues □ Decrease Cost   7. The Rule Will Impact the Following (Check All That Apply) □ Specific Businesses/Sectors   ○ State's Economy □ Public Utility Rate Payers   ☑ Local Government Units □ Small Businesses (If checked, complete Attachment A)   8. Would Implementation and Compliance Costs Be Greater Than \$20 million? ○ Yes   ○ Yes ○ No   9. Policy Problem Addressed by the Rule This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suitervery districts unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency process applies only to the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted for a conduct dure s. School districts and the organization developing their equivalent model for the 2013-14 school year.   11. Identify the local governmental units that participated in the development of this EIA.   School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.   12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Paye	4. Fund Sources Affected	5. Chapter 20, Stats. Appropriations Affected	
6. Fiscal Effect of Implementing the Rule   □ No Fiscal Effect □ Increase Existing Revenues □ Could Absorb Within Agency's Budget   □ Indeterminate □ Decrease Existing Revenues □ Decrease Cost   7. The Rule Will Impact the Following (Check All That Apply) □ Specific Businesses/Sectors   ○ State's Economy □ Public Utility Rate Payers   ☑ Local Government Units □ Small Businesses (If checked, complete Attachment A)   8. Would Implementation and Compliance Costs Be Greater Than \$20 million? ○ Yes   ○ Yes ○ No   9. Policy Problem Addressed by the Rule This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suitervery districts unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency process applies only to the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted for a conduct dure s. School districts and the organization developing their equivalent model for the 2013-14 school year.   11. Identify the local governmental units that participated in the development of this EIA.   School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.   12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Paye	□ GPR □ FED □ PRO ⊠ PRS □ SEG □ SEG-S	20.255(1)(hg)	
□ No Fiscal Effect       □ Increase Existing Revenues       □ Correase Costs         □ Indeterminate       □ Decrease Existing Revenues       □ Decrease Cost         7. The Rule Will Impact the Following (Check All That Apply)       □ Decrease Cost         □ State's Economy       □ Dublic Utility Rate Payers         □ Local Government Units       □ Small Businesses (if checked, complete Attachment A)         8. Would Implementation and Compliance Costs Be Greater Than \$20 million?         □ Yes       ☑ No         9. Policy Problem Addressed by the Rule         This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System mi ght not suitevery district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency.         10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments.         School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.			
□ Indeterminate       □ Decrease Existing Revenues       □ Decrease Cost         7. The Rule Will Impact the Following (Check All That Apply)       □ Specific Businesses/Sectors         □ State's Economy       □ Public Utility Rate Payers         □ Local Government Units       □ Small Businesses (if checked, complete Attachment A)         8. Would Implementation and Compliance Costs Be Greater Than \$20 million?       □ Yes         □ Yes       □ No         9. Policy Problem Addressed by the Rule       This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suit every district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency.         10. Summaryof the businesses, business sectors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments.         School districts and the organization developing their equivalent model for the 2013-14 school year.         11. Identify the local governmental units that participated in the development of this EIA.         School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.         11. Identify the local governmental units tha		☑ Increase Costs	
<ul> <li>7. The Rule Will Impact the Following (Check All That Apply)</li> <li>State's Economy</li> <li>Public Utility Rate Payers</li> <li>Local Government Units</li> <li>Small Businesses (if checked, complete Attachment A)</li> <li>8. Would Implementation and Compliance Costs Be Greater Than \$20 million?</li> <li>Yes No</li> <li>9. Policy Problem Addressed by the Rule</li> <li>This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suitevery district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies onlyto the educator practice component within the state system; the studentouccomes component is not subject to equivalency.</li> <li>10. Summaryof the businesses, business sectors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments.</li> <li>School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>11. Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>12. Summaryof Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of distr</li></ul>	No Fiscal Effect     Increase Existing Revenues	🛛 Could Absorb Within Agency's Budget	
Specific Businesses/Sectors         □ State's Economy         □ Local Government Units       □ Small Businesses (if checked, complete Attachment A)         8. Would Implementation and Compliance Costs Be Greater Than \$20 million?         □ Yes       ⊠ No         9. Policy Problem Addressed by the Rule         This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suit every district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency.         10. Summaryof the businesses, business sectors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments.         School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.         11. Identify the local governmental units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be lnourdy the department of any possible compliance or implementation costs.	· · · · · · · · · · · · · · · · · · ·	Decrease Cost	
□ State's Economy       □ Public Utility Rate Payers         □ Local Government Units       □ Small Businesses (if checked, complete Attachment A)         8. Would Implementation and Compliance Costs Be Greater Than \$20 million?       □ Yes         □ Yes       No         9. Policy Problem Addressed by the Rule       This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suitevery district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency.         10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments.         School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.         11. Identify the local governmental units that participated in the development of this EIA.         School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs. </td <td colspan="3"></td>			
Image: Small Businesses (if checked, complete Attachment A)         Image: Small Businesses (if checked, consortial of districts, or charter school districts, or charter school established under school established in the development of the small units, and individual is that may be affected by th	•		
<ul> <li>8. Would Implementation and Compliance Costs Be Greater Than \$20 million?</li> <li>Yes No</li> <li>9. Policy Problem Addressed by the Rule</li> <li>This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suit every district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency.</li> <li>10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments.</li> <li>School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>11. Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evalu</li></ul>	•		
<ul> <li>Yes No</li> <li>Policy Problem Addressed by the Rule</li> <li>This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suitevery district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency.</li> <li>Summary of the businesses, business sectors, as sociations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for comments.</li> <li>School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>I. Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>Summary Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equ</li></ul>			
<ul> <li>9. Policy Problem Addressed by the Rule</li> <li>This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suitevery district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies onlyto the educator practice component within the state system; the student outcomes component is not subject to equivalency.</li> <li>10. Summaryof the businesses, business sectors, associations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for comments.</li> <li>School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>11. Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>12. Summaryof Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ul>			
This rule recognizes the state's model for evaluating educator practice within the Wisconsin Educator Effectiveness System might not suitevery district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency. 10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments. School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year. 11. Identify the local governmental units that participated in the development of this EIA. School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs. 12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred) This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time			
suitevery district's unique needs. As such, this rule allows a school district, consortium of districts, or charter school established under s. 118.40(2r), Stats., to submit a new model for evaluating educator practice for review to the department. The equivalency process applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency. 10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individua Is that may be affected by the proposed rule that were contacted for comments. School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year. 11. Identify the local governmental units that participated in the development of this EIA. School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs. 12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred) This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time			
<ul> <li>applies only to the educator practice component within the state system; the student outcomes component is not subject to equivalency.</li> <li>10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for comments.</li> <li>School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>11. Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ul>			
<ul> <li>equivalency.</li> <li>10. Summaryof the businesses, business sectors, as sociations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for comments.</li> <li>School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>11. Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>12. Summaryof Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ul>			
<ol> <li>Summary of the businesses, business sectors, as sociations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for comments.</li> <li>School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ol>			
may be affected by the proposed rule that were contacted for comments. School districts and the organization developing their equivalent model were asked about any possible compliance or implementation costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year. 11. Identify the local governmental units that participated in the development of this EIA. School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs. 12. Summaryof Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred) This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time			
<ul> <li>costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>11. Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ul>			
<ul> <li>costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the department of their intention to apply for an equivalent model for the 2013-14 school year.</li> <li>11. Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ul>	School districts and the organization developing their equivalent model were asked about any possible compliance or implementation		
<ul> <li>11. Identify the local governmental units that participated in the development of this EIA.</li> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013-14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ul>	costs. For this economic impact analysis, the department contacted those school districts and organizations that notified the		
<ul> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013 -14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ul>	department of their intention to apply for an equivalent model for the 2013-14 school year.		
<ul> <li>School districts that notified the department of their intention to apply for an equivalent model for the 2013 -14 school year were asked to notify the department of any possible compliance or implementation costs.</li> <li>12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ul>	11 Identify the local governmental units that participated in the development of this FIA		
<ul> <li>to notify the department of any possible compliance or implementation costs.</li> <li>12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)</li> <li>This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time</li> </ul>			
Governmental Units and the State's Economyas a Whole (Include Implementation and Compliance Costs Expected to be Incurred) This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time			
Incurred) This rule provides school districts, consortia of districts, or charter schools established under s. 118.40(2r), Stats., with the opportunity to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time	12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local		
to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time	-		
to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time	This rule provides school districts consortia of districts or charter schools established under s $118.40(2r)$ Stats, with the opportunity		
to complete. Thus, the rule will require some staff time from the applicants during the application process.	to develop and submit a new model for evaluating educator practice. The application for approval of an equivalency model takes time		
	to complete. Thus, the rule will require some staff time from the ap	plicants during the application process.	

13. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule

Benefits of implementing this rule include giving districts more local control in selecting the model for evaluating educator practice that best meets their unique needs. Alternatives include having every district across the state implement the state's model for evaluating educator practice set forth within the Wisconsin Educator Effectiveness System.

## ADMINISTRATIVE RULES Economic Impact Analysis

14. Long Range Implications of Implementing the Rule

Recognizing each district has unique needs, this rule would allow districts the flexibility to develop or choose an alternative model for evaluating educator practice which best meets those needs.

15. Compare With Approaches Being Used by Federal Government

NA

16. Compare With Approaches Being Used by Neighboring States (Illinois, Iowa, Michigan and Minnesota)

Illinois has established a similar educator effectiveness system, the Performance Evaluation Reform Act (PERA) to address the needs of effective educator evaluations. Teachers and principals maybe evaluated by any person who successfully completes training and a pre-qualification. Unlike Wisconsin's state model, Illinois is requiring all districts to design and implement systems to measure teacher and principal performance. Districts then have two options for adopting a new system that incorporates student growth measures into teacher evaluations. A school district can develop its own system that meets minimum standards mandated by state rules; or it can choose to use all or portions of a state-designed optional model. A special advisory group, the Performance Evaluation Advisory Committee (PEAC) will provide input on rules for districts wanting to develop their own teacher and principal evaluation systems; and recommendations for a state-wide model for principal evaluation and a default/optional model for teacher evaluation.

lowa allows districts to design educator evaluation systems as long as they align with the state teaching standards. School districts are required to determine what policies, procedures and processes are needed to support lowa Teaching Standards and Criteria. A teacher evaluation system should be built around a range of sources of data and information that will encourage and support the demonstration of teacher mastery of the lowa Teaching Standards.

Michigan is currently in the process of developing an educator evaluation system. The Michigan Council for Educator Effectiveness (MCEE) will develop a fair, transparent, and feasible evaluation system for teachers and school administrators. The system will be based on rigorous standards of professional practice and of measurement. The goal of this system is to contribute to enhanced instruction, improve student achievement, and support ongoing professional learning. Currently Michigan is in the process of piloting over 800 different systems designed by school districts.

Minnesota has a voluntary program, Quality Compensation, or Q Comp, that allows local districts and exclusive representatives of the teachers to design and collectively bargain for a plan incorporating career ladder/advancement options, job-embedded professional development, teacher evaluation, performance pay, and an alternative salary schedule.

17. Contact Name	18. Contact Phone Number
Sheila Briggs	(608) 266-3361

This document can be made available in alternate formats to individuals with disabilities upon request