

The Teacher Evaluation Landscape in Missouri (TEL-MO)

Tuan D. Nguyen, Yujia Liu, & Cory Koedel

Educator Recruitment, Retention, and Effectiveness (ERRE) Center

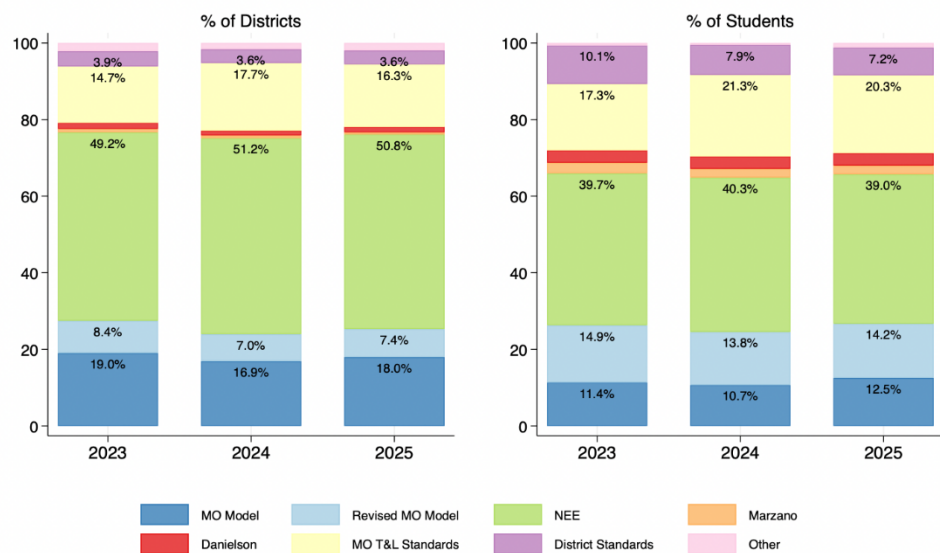
ERRE Research Brief 2026-01 – June 2026

This brief summarizes a landscape analysis of teacher evaluation in Missouri public school districts from 2022–23 through 2024–25. It draws on the state’s annual Educator Evaluation Survey, with district characteristics merged from the Common Core of Data. Results are reported at the district level because districts choose or design the evaluation framework and provide training.

1. Which evaluation models districts use

Seven teacher evaluation models are used across Missouri, but four account for nearly all district choices: the Network for Educator Effectiveness (NEE), the Missouri Model Evaluation System (MO Model), a district-created model based on the MO Teacher & Leader Standards (MO T&L Standards), and the Revised MO Model. The remaining categories, including Danielson, Marzano, and district-created model based on district standards represent smaller shares of district choices. Use of the models changed little over the three years studied.

- NEE dominates the landscape. About half of districts use it, covering roughly 40% of the state’s students. It is especially common in small and rural districts.
- The MO Model was used by 18% of districts (12% of students) in 2025 and is preferred by smaller districts; MO T&L Standards by about 16% of districts (~20% of students); and the Revised MO Model by about 7% of districts but 14% of students, indicating it is more common in larger districts.
- The evaluation models are clustered by geography and context. NEE blankets rural central, southern, and southwestern Missouri; 55–65% of town and rural districts use it, versus only about 17–30% of city and suburban districts. City and suburban districts draw on a more diverse mix, including the Marzano, Danielson, and District Standards frameworks.
- Patterns by student poverty (Free or reduced-price lunch), racial composition, and per-pupil spending largely mirror the urbanicity differences. Districts with more students in poverty and students of color, concentrated in urban areas, show lower NEE use. Danielson use is higher in high-poverty districts, driven largely by districts in the St. Louis area. The highest-spending quartile of districts uses NEE far less (~40%) than other quartiles (~55%).



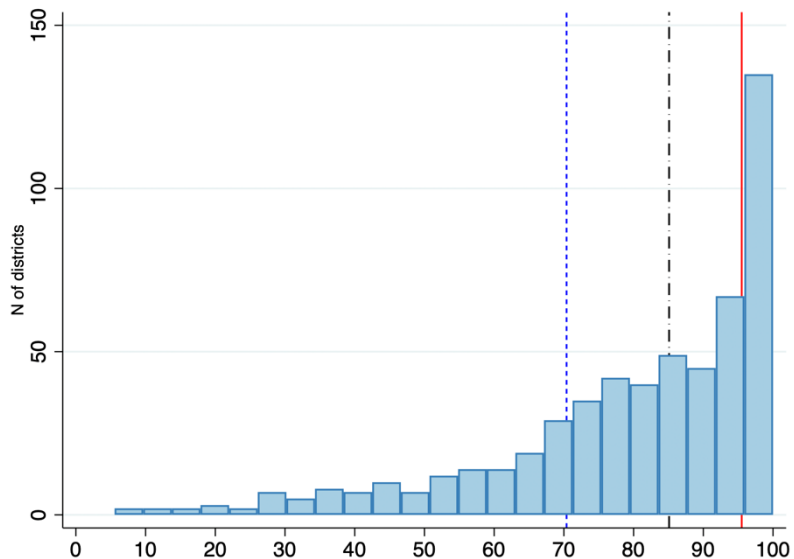
2. How performance is rated

Most evaluation models use either a four-level or seven-level rating scale. The NEE model is almost entirely seven-level, while Danielson is uniformly four-level. Marzano, the Revised MO Model, and District Standards lean toward four levels. The MO Model and MO T&L Standards split roughly evenly between four and seven. Statewide, more than 65% of districts use a seven-level rubric (covering over half of students), and about 23% use a four-level rubric (roughly one-third of students). Only a small minority use any other number of categories.

3. Almost all teachers are rated “effective”

Across every model and nearly every district context, the overwhelming majority of teachers are rated effective. On average, about 80% of teachers meet the effective threshold. The distribution is steeply left-skewed: three-fourths of districts rate 70% or more of teachers effective, half rate 85% or more, and one in four districts rate at least 95% of teachers effective. Effectiveness rates are consistently high regardless of framework. The figure below shows the share of teachers rated effective by evaluation model.

Distribution of District-Level Percentages of Teachers Rated “Effective” or Above (Histogram, 2024–25) *Note: “Effective teachers” are defined as those who received the following ratings: a rating of 2 in a 2-level system; 2–3 in a 3-level system; 3–4 in a 4-level system; 4–5 in a 5-level system; 4–6 in a 6-level system; and 5–7 in a 7-level system. The blue dashed line marks the 25th percentile, the black dash-dotted line marks the median (50th percentile), and the red solid line marks the 75th percentile.*



Why it matters

The high and consistent share of teachers rated effective, seen across every model and most contexts, suggests limited rating differentiation in current systems. When nearly all teachers receive top ratings, it is hard to identify who would benefit from targeted support or should be identified for their exemplary practice. Meanwhile, the geographic and contextual sorting of models suggests local capacity, cost, and fit shape adoption as much as design does. Any state effort to strengthen evaluation should account for the practical constraints smaller districts face in implementing more resource-intensive frameworks.

Acknowledgement

This report is produced with support from the Walton Family Foundation. We would like to thank the Missouri Department of Elementary and Second Education for their support in collecting and providing the research data we utilize. Any errors are the sole responsibility of the authors and do not necessarily reflect the views of the funders or the institutions with which the authors are affiliated.