

# Measuring Student Growth

# Performance Evaluation Reform Act (PERA)

- Passed by Illinois General Assembly in January 2010
  - Performance evaluations of the principals/assistant principals and teachers of that school district or other covered entity must include data and indicators of student growth as a “significant factor”.
  - By September 1, 2012, principals, assistant principals, teachers in contractual continued service (i.e., tenured teachers) and probationary teachers (i.e., nontenured teachers) be evaluated using a four rating category system (Excellent, Proficient, Needs Improvement, and Unsatisfactory).

# Performance Evaluation Reform Act (PERA)

- An education reformed bill that stemmed in part from PERA was signed in June 2011 – Senate Bill 7
  - A standard upon which the State Superintendent may initiate certificate/license action against an educator for incompetency;
  - Requirements for the filling of new and vacant positions;
  - Acquisition of tenure;
  - Reductions in force/layoffs and recall rights;
  - The system for the dismissal of tenured teachers;
  - Required school board member training; and,
  - Processes related to collective bargaining and the right to strike.

# Student Growth

- **DATES FOR SPECIFIC GROUPS of SCHOOL DISTRICTS**
  - Dates have been established for specific groups of school districts (or for schools within certain districts) to implement performance evaluation systems, including both professional practice and data and indicators of student growth, for teachers.
    - *CPS in at least 300 school by September 1, 2012 and in remaining schools by September 1, 2013*
    - Schools districts that receive SIG by date set forth in the approved grants
    - School Districts located outside of the city of Chicago whose student performance ranks in the in lowest 20 percent among school districts of their type by September 1, 2015
    - Any other school district by September 1, 2016
  - ***Voluntary Early Implementation:*** Any school district and its teachers, or exclusive bargaining representative of teachers, if applicable, may jointly agree in writing to an implementation date that is earlier than the date specified for their district type. When an earlier implementation date is agreed upon, the school district shall provide to the State Board of Education, within 30 days of an agreement's being executed, a dated copy of the written agreement specifying the agreed upon implementation date and signed by the district superintendent and teachers or the exclusive bargaining representative.

# Student Growth

- The Illinois Administrative Code states:
  - The Joint Committee shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each measurement model chosen to ensure that they *best measure the impact that a teacher, school and school district have on students' academic achievement.*" (23 Ill. Adm. Code 50.110[c])
- The Illinois State Board of Education (ISBE) *Non-Regulatory Guidance* states:
  - The student growth component of a teacher's evaluation may or may not "cover all students that the teacher instructs during his or her evaluation cycle.... School districts should strive to incorporate as many students that the teacher instructs as possible when incorporating data and indicators of student growth into a teacher's evaluation. (A-34, p. 26)
- PERA, the Administrative Code, and the *Non-Regulatory Guidance* specify that:
  - Student growth should contribute significantly to teacher evaluations.
  - The characteristics of students that may affect the teacher's impact on their growth should be taken into account.
  - Teachers should be evaluated based on their impact on as many students as possible.

# Student Growth

- “Demonstrable change in a student’s learning between two or more points in time”
- Need data from at least 2 assessments:
  - At least one Type III assessment
  - And at least one Type I or II assessment (not ISAT or PSAE)
  - Or two Type III assessments
- District PERA joint committee decides metrics and targets, including for different student groups (ELL, etc.)
- Must comprise at least 25% of final rating in 2012-13 and 2013-2014, 30% thereafter

# Student Growth

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
<i>Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series</i>	<i>Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers</i>	<i>Examples: teacher-created assessments, assessments of student performance</i>

# Measuring Student Growth

- How are you measuring student growth?
- Are rubrics an accurate reflection of a student's growth?
- What skills do you want your students to know when they leave your classroom?
- How are you measuring those skills?
- What about students with special needs?
- Examples