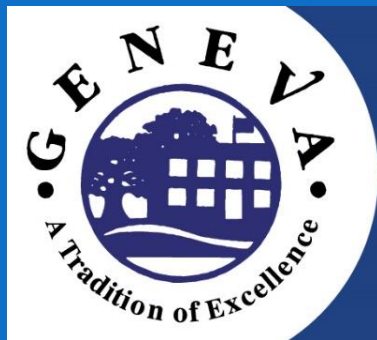


# PERA & STUDENT GROWTH

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Presentation to the Board of Education

March 14, 2016



**we  
are**



self-directed,  
lifelong learners



effective  
communicators



complex, creative  
& adaptive  
thinkers



collaborative  
& productive  
citizens

# The Performance Evaluation Reform Act (PERA)

- The Performance Evaluation Reform Act of 2010 (PERA) requires all schools in Illinois to change how teachers' and principals' performance is measured.
- The "practice" portion of Geneva's teacher evaluation plan was revised and implemented in the 2012-13 school year.
- Beginning in 2016-17, teacher evaluations must include "student growth". PERA defines student growth as "a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time".

*It's about growth from the first test to the second test, not about getting the highest score.*

# PERA Requirements

The Performance Evaluation Reform Act (PERA) requires school districts to establish a valid and reliable performance evaluation system for teachers that assesses both teacher practice as well as student growth.

*In other words, we have to have a plan.*

The responsibility for incorporating indicators of student growth into the performance evaluation plans for teachers rests with the Joint Committee.

*The Joint Committee is a committee made up of an equal representation of teachers and administrators and empowered to make final decisions about the student growth plan.*

# This should be easy, right?

- What types of assessments will be used?
- Which specific assessments will be used?
- What will be the process for approving assessments?
- How do assessment scores determine 'growth'?
- How does 'growth' contribute to an overall rating?

# Student Growth Committee

14/15

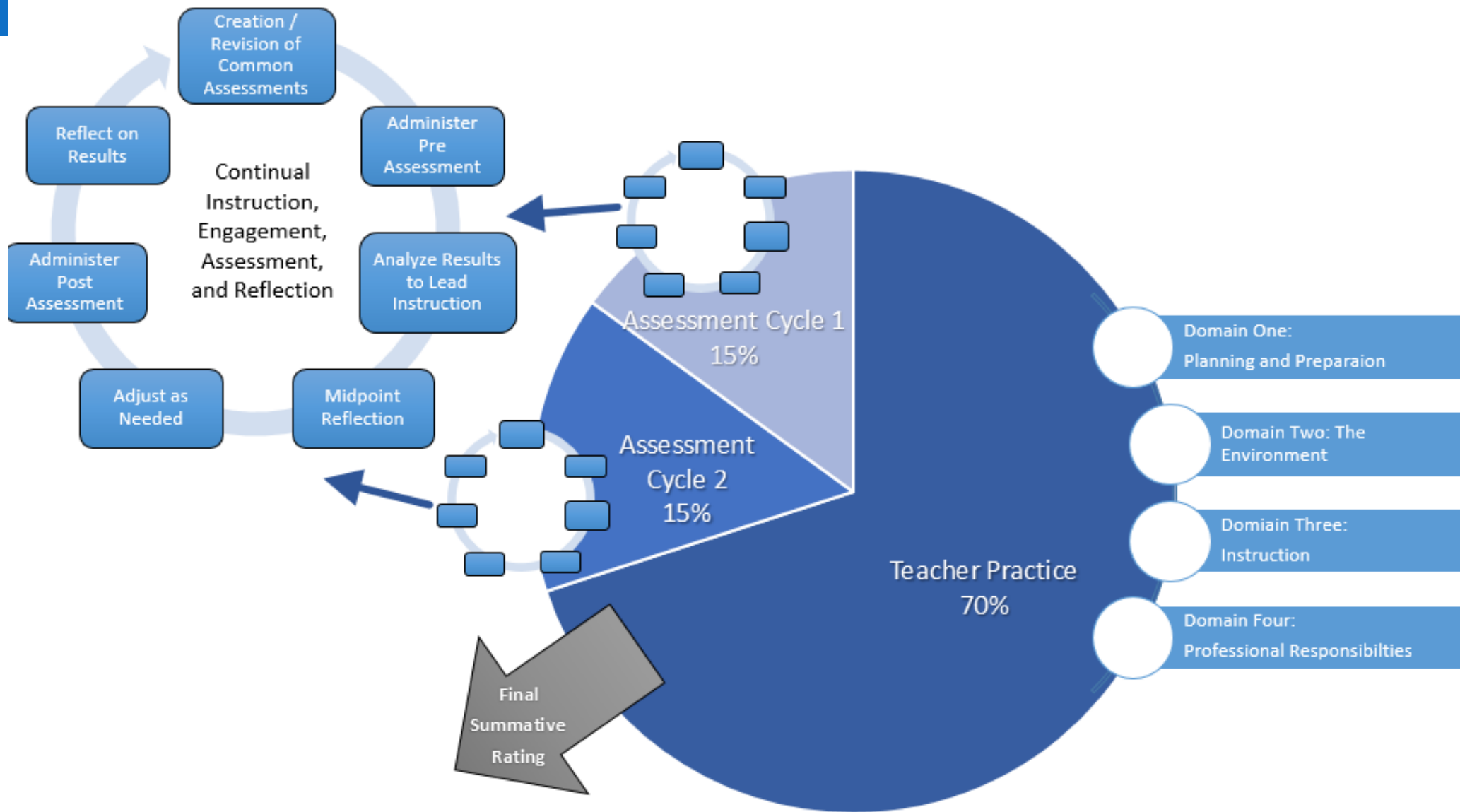
- Focus on learning over decision making
- Sent out scouts to learn and report back
- Began eyeing key decisions and sharing information with faculty

15/16

- Focus on decision making (sub-committees)
- Piloting and Practice
- Lots of information sharing
- Ensuring everyone is prepared to '*go live*' in 16/17

# Key Philosophies for our Work

- Manageable and Meaningful
- Meeting the Requirements of the Law
- Collaboration (for Committee and our Faculty)
- Evidence of Impact of Teaching on Student Growth



**Combining Teacher Practice and Student Growth Measures**

# Focus on Collaboration

- Saw potential collaboration gains as a potentially meaningful outcome of implementation
  - Encouraged use of PLC structures and grade level teams as a route towards assessment development
  - Reality of Evaluator Demands
  - Left sufficient flexibility in process to increase team ownership
  - Placed control and responsibility in the hands of collaborative teams
    - Topic of assessment
    - Assessment creation
    - Assessment approval
    - Assessment Scoring
- \* Focused on trust and professional respect throughout the process



## Formula for Austin Growth Model

$$(100 - \text{Pre-Test}) \times 0.5 = \text{Expected Growth}$$

*“Student A” Example:*

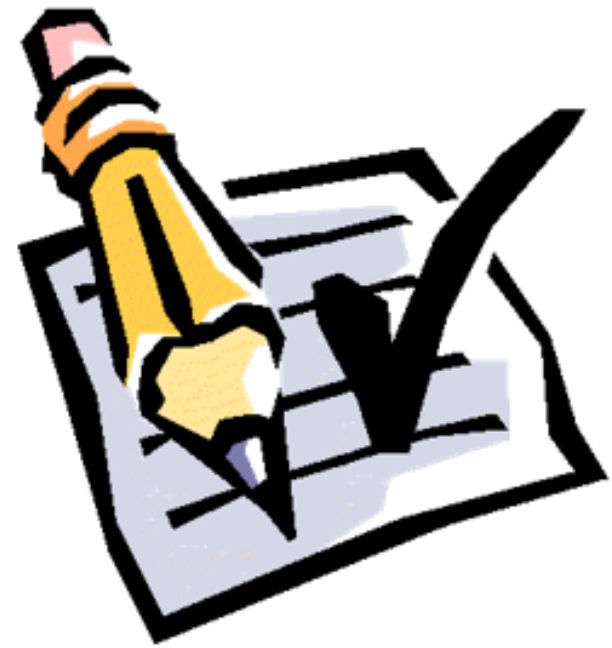
Pre-Test Score = 34

$$(100 - 34) = 66$$

$$66 \times 0.5 = 33$$

Expected Growth = 33

If “Student A” scores 67 (33+34) or better on the Post-Test, then s/he met target.



# Why the Austin Model?

- Flexibility for diversity of teacher categories
- Natural differentiation for students of different abilities
- Flexibility for differentiating between different assessment approaches
- Ease of use for both teachers and evaluators with little room for confusion
- No 'Black Box' process

## Student Growth Reflection Form

<b>Name:</b>	<b>School:</b>
<b>Subject/Grade/Period:</b>	<b>Date:</b>

The purpose of this document is to:

- Foster meaningful reflection about your learning outcomes, instruction, and assessment practices
- Indicate what your students will learn and be able to do, how you will assess their learning, and whether or not they have met your indicated learning outcomes.
- Provide the opportunity for you to demonstrate your insight, reflection, and growth regarding your professional practice focusing specifically on the following components:

1f: Designing Student Assessments	3d: Using Assessment in Instruction	3e: Demonstrating Flexibility and Responsiveness	4a: Reflection on Teaching
All of the instructional outcomes may be assessed by the proposed assessment plan; Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes adjustments and does so smoothly.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the concept are taught.

### Prior to Pre Assessment

<p style="text-align: center;"><b>Standards and Objectives</b></p> <p>○ Does this assessment cover a different key subject or content standard than my other student growth assessment? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>○ Does this assessment align with curriculum expectations and the learning content of the objective? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>○ Are the objectives appropriately challenging for the grade level or course? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The assessment focuses on: _____</p> <p>The learning outcomes include: _____</p> <p>_____</p> <p>_____</p> <p>The specific standards addressed include: _____</p> <p>_____</p>
<p style="text-align: center;"><b>Assessment</b></p> <p>○ Are the items, tasks, and / or rubrics appropriately challenging for the grade-level/course? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>○ Does the type of assessment or assessment questions match the learning objectives? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>○ If applicable, was the assessment collaboratively developed? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>○ Was the assessment approved by the teacher and the group?</p> <p>○ Does it cover a comprehensive unit of study? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>○ Does it cover a variety of depth of knowledge? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>○ Does the window of assessment cover a time frame of no less than 2 weeks and no more than 18 weeks? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Name of the Assessment: _____</p> <p>The approximate length of time between the pre and <u>post tests</u>: _____</p> <p>The listed participants collaborated as a part of the Assessment Development Process: _____</p> <p>_____</p> <p>Attach <u>pre tests</u> (formative assessment), <u>post tests</u> (summative assessment), and/or rubric to this document. If you are using MAP as one of your assessments, please include a copy of your Achievement Status and Growth Summary Report in lieu of one Student Growth Data Chart, pretest, and <u>post test</u>.</p>

### Student Population

- 0 Does the student population for this assessment include all students in selected class (i.e., one third grade class, one high school Spanish class, one 4th grade music class)?  Yes  No
- 0 Is all student pretest assessment data included?  Yes  No
- 0 All students in attendance for at least 80% of the instructional time from pre-test to post-test are included in data  Yes  No
- 0 If a student had a major life event or personal crisis, did you and your team discuss 'exemption' from the assessment data?  Yes  No

The assessments will be administered to the following class: \_\_\_\_\_  
Students (names) did not take the pretest or were not here for 80% of the assessment window: \_\_\_\_\_  
\_\_\_\_\_

Total students included in the Student Growth Plan: \_\_\_\_\_

Note below any special considerations regarding the student population.

### Flexibility and Responsiveness

- 0 Did you informally assess midpoint?  Yes  No
- 0 Are there any student exemptions that need to be discussed with your group either prior to or at the midpoint?  Yes  No
- 0 Did you meet with your group at midpoint (optional)?  Yes  No
- 0 Did you use your assessment data to reflect?  Yes  No
- 0 Did you collaborate with others about your data and / or reflections?  Yes  No

**Pretest:** What changes, if any, did you make to your instructional plan based on the pre-test data that was collected? How will you use this data to lead future decisions about instruction?

•

**Mid Point:** How are your students progressing through the unit at the half-way point? What other assessment tools have you used to gauge the students' growth toward the learning targets? Have you made any adjustments to your instructional plan based on this data?

•

**Post Test:** What, if any, changes will you make to this year's instructional plan based on the post-test data? What adjustments, if any, do you plan to make to improve this unit in future years?

•

### Student Growth Data Template

Teacher:

Assessment:

Fill out After Pretest							Fill out After Post Test			
Name	Notes	Points on Pretest (Formative)	Total Points Possible on Pretest (Formative)	Total % Correct on Pretest (Formative)	Growth Target Austin Model	Final Growth Target	Points on Post Test (Summative)	Total Points Possible on Post Test (Summative)	Total % Correct on Post (Summative)	Meets Growth Target

Total Students  
who Met  
Growth Target

0

Total Number  
of Students  
Included in  
Student Growth

0

Total % of  
Students who  
Met Growth  
Target

### Summative Evaluation for Classroom Teachers

Teacher Name:		Location:	
Evaluator Name:		School Year:	

Observation Dates		Student Growth Measures	
Formal Observation Dates		Assessment One: % Meeting Target	75
Informal Observation Dates		Assessment Two: % Meeting Target	75

Component	Unsatisfactory (0)	Needs Improvement (1)	Proficient (2)	Excellent (3)
1a-Demonstrating Knowledge of Content and Pedagogy			x	
1b-Demonstrating Knowledge of Students			x	
1c-Setting Instructional Outcomes			x	
1d-Demonstrating Knowledge of Resources			x	
1e-Designing Coherent Instruction			x	
1f-Designing Student Assessments			x	
2a-Creating and Environment of Respect and Rapport			x	
2b-Establishing a Culture for Learning			x	
2c-Managing Classroom Procedures			x	
2d-Managing Student Behavior			x	
2e-Organizing Physical Space			x	
3a-Communicating with Students			x	
3b-Using Questioning and Discussion Techniques			x	
3c-Engaging Students in Learning			x	
3d-Using Assessment in Instruction			x	
3e-Demonstrating Flexibility and Responsiveness			x	
4a-Reflecting on Teaching			x	
4b-Maintaining Accurate Records			x	
4c-Communicating with Families			x	
4d-Participating in a Professional Community			x	
4e-Growing and Developing Professionally			x	
4f-Showing Professionalism			x	

#### Framework for Quality Teaching, Student Growth, and Summative Ratings

Framework of Quality Teaching Rating (Band)	Proficient(Mid)	Overall Performance Rating Scale	
Framework of Quality Teaching Points	8	Excellent	9.5 or higher
Student Growth Rating (Band)	Needs Improvement (High)	Proficient	(2) 6.5 of higher
Student Growth Points	6	Needs Improvement	3.5 of higher
70% Framework for Quality Teaching +30% Student Growth			
Combined Summative Points	7.4	Unsatisfactory	3.4 of lower
Combined Summative Rating	Proficient		

# Looking Ahead

- Our Goal is to ensure that everyone is prepared to 'go-live' next year.
- We're developing a formal document that merges practice and growth.
- We're being proactive.
- We have an amazing team of folks working on this.

# Questions??



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