Research-Based Study of the Illinois Performance Education Reform Act (PERA)

OVERVIEW FOR RACE TO THE TOP DISTRICTS

OCTOBER 10, 2013
Today’s Discussion

- Background
- Information the research team needs from your district
- Study timeline
Background
Overview

- Study required under the Performance Education Reform Act of 2010.
- ISBE has contracted with a team consisting of Westat, the University of Wisconsin Value-Added Research Center, Canedo Consulting, and the Illinois Education Research Council to conduct the study.
- Findings due by December 2015.
Three Study Strands

- An assessment of the reliability and validity of educator practice ratings and student growth measures;
- An examination of how the evaluation systems operate and its effects on educators; and
- An assessment of the evaluation systems’ contribution to student performance based on trend comparisons and student achievement growth.
Why Participate?

- Required as condition of your RTT grant.
- Will allow the voices of your district staff and educators to be heard.
- Findings will influence policies and support best practices about educator evaluations in Illinois.
- Will receive ongoing feedback on findings as the study progresses to inform your work.
Two-Layered District Approach

- Some data will be collected from all RTT districts:
  - Surveys of principals, teachers, and other evaluators
  - Evaluation system documentation
  - Evaluation data

- Additional information will be collected from six selected RTT districts:
  - Qualitative interviews
    - 1-2 district/central office staff
    - Principal and 3 teachers in 2 schools
    - 2 evaluators
    - Teacher union representatives
District Action Points
Action Points—All Districts

- District responsibilities:
  - Identify a contact person for the study
  - Provide documentation on your PERA-compliant system
  - Participate in surveys of teachers, principals, principal evaluators, peer evaluators
  - Provide emails for survey participants
  - Help encourage staff to complete the surveys
  - Provide de-identified evaluation data
Action Points—Interview Districts

- Work with research team to select schools
- Provide contact information for interviewees
- Provide assistance to access schools and personnel
Burden Sensitivity

- Collaborate with the University of Chicago Consortium on Chicago School Research in CPS.

- Use existing ISBE 5 Essentials survey to collect teacher perceptions/observations of evaluation system.

- Surveys will take less than 20 minutes to complete.

- Interviews will be no more than an hour each.
2013-14 School Year—All Districts

- Districts provide **measurement** data on practice
  - Leadership practice, teacher practice, student growth, other
- Districts share information on **process and procedures** on educator evaluation systems
  - Training, frequency, inter-rater reliability.
- Conduct teacher survey as part of ISBE 5Essentials (Spring 2014)
- Conduct principal and evaluator on-line surveys (Spring 2014)
Documentation on Evaluation Process & Procedures

- Handbooks or manuals describing evaluation system
- Professional practice standards and rubrics
- Descriptions of Type I, II, & III assessments used to measure growth
- Description of measurement model used to calculate growth scores
- How growth & practice measures are combined into one overall summative rating
- How are you assessing inter-rater reliability
Examples of Evaluation Results

- Practice ratings on individual standards or rubric components
- Overall professional practice rating
- Amount of growth on Type I, II, or III assessments
- Overall growth rating

Data should be identified only by an ID code (preferably ID used in state longitudinal data system) & will be stored by study team on high-security computer system
2013-14 School Year—Interview Districts

- All activity Spring 2014
  - District administrator/central office interviews (1-2)
  - School/educator interviews (1 principal, 3 teachers in 2 schools)
  - Teacher union official interview (1)
  - Evaluator interviewers (1 of teachers who is not a principal and 1 evaluator of principals)
2014-15 School Year—All Districts

- Districts provide de-identified 2013-14 data on
  - Practice evaluation ratings
  - Student growth ratings
  - Overall evaluation ratings for teachers and leaders.
- Districts share updated information on educator evaluation systems processes
- Districts share information about evaluator training and calibration
- Conduct teacher survey as part of ISBE 5Essentials (Spring 2015)
- Conduct principal and evaluator survey (Spring 2015)
2014-15 School Year—Interview Districts

- District administrator/central office interviews (1-2) (Spring/fall 2014)
- School/educator interviews (1 principal, 3 teachers in 2 schools) (Spring 2015)
- Teacher union official interview (1) (Late fall 2014/early spring 2015)
- Evaluator interviewers (1 of teachers who is not a principal and 1 evaluator of principals) (Spring 2015)
Next Steps

- Please send the name of your contact to Allison Henderson at AllisonHenderson@westat.com by October 15, 2013
- A member of our team will contact your representative to discuss the data needs in more detail.
- Westat and Candeo will begin working with the 6 interview districts
Questions?

Allison Henderson
AllisonHenderson@westat.com
301-251-4291

THANK YOU!!