

#### Requirement #4:--Teacher/Principal Evaluation with Student Growth Component

*Atlantic Research* assists schools in communicating that performance evaluation is a necessary component of successful schools. Performance measures must be in place as an evaluative tool for educators and a check on student learning. Multiple measures, including measurement of student growth, must be used in the performance evaluation system in order to provide a clear picture of the value that teachers and principals bring to the school and, more importantly, provide an accurate measure of students.

*Atlantic Research* designs a rigorous, transparent, and equitable evaluation system that takes into account performance measures in the school. The system is customized for each school, creating unique performance measures as appropriate for that building. However, there are certain commonalities that will exist in each of the performance evaluation systems created. Each will include individual and group facilitation and evaluation for school principals and teachers. The individual evaluations will allow for an analysis of student growth on a classroom level and provide opportunity for deep evaluation into the performance of the teachers and growth of the students. Group evaluations (in a particular grade level, subject area, etc.) will allow for a broader analysis of student growth and take a holistic approach to student achievement and educator performance.

Individual educator reviews will permit an analysis of performance data collected from a variety of sources and observations. Standardized test results will be one component of the analysis, along with a growth model method of evaluating teachers and student performance over time. Additionally, *Atlantic Research* will conduct individual and anecdotal observations to add to the analysis and overall evaluation process. The performance data collected from multiple methods and reflecting multiple measures will determine with specificity certain linkages, causality, and documentation related to student achievement. After the data on each individual teacher is collected, it will be analyzed from a performance evaluation standpoint and will also provide an opportunity to work with the school on planning, action, and processes for principals and teachers; this process enables team members to provide a greater impact on student learning both as individuals and as members of an institution.

There are four general phases to *Atlantic Research's* performance evaluation system and analysis of performance measures. As stated above, these phases will be customized in each school building to provide the most accurate information possible.

#### Evidence of Effectiveness:

In each of the SIG schools supported by *Atlantic Research*, we provide continuous support for teachers and administrators. Our support is based on observational data in the classroom and building levels, as well as a careful examination of student data. *Atlantic Research* is not involved in the evaluation of any teachers or administrators in any school; however, we do support teachers in the work they are doing to ensure that they are meeting expectations of district evaluators. For example, the teacher-level supports that *Atlantic* provides to teachers in Chicago Public Schools, including in class coaching and mentoring, are all tied to the REACH standards that CPS uses to evaluate teachers, so that teachers can both improve their teaching methods while meeting the expectations of their evaluators.