

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 the 20 minutes to complete.
- Interviews will be no more than an hour each.

Timeline



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 Candeco will begin working with the 6 interview districts

Questions?



Allison Henderson

AllisonHenderson@westat.com

301-251-4291

THANK YOU!!