Performance Evaluation Reform Act: Measuring Student Growth

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What is Assessment?

• Assessment is the process of collecting and interpreting information that informs educators, students, and parents/guardians about students’ progress in attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired in school.

(JCSEE, 2013)
Assessment and Evaluation

• An assessment system that uses multiple and varied measures of student performance provides more valid and reliable evidence of the influence that educators have on student growth.

  – Resource: Classroom Assessment Standards

(JCSEE, 2013)
PERA: Measuring Student Growth
Illinois Administrative Code Part 50

• Establishes the minimum requirements for the establishment of valid and reliable performance evaluation plan for certified employees.
  – Resource: [www.isbe.state.il.us/rules/archive/default.htm](http://www.isbe.state.il.us/rules/archive/default.htm)
Definitions

• “Joint Committee” means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)
Definitions

“Assessment” means any instrument that measures a student’s acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)
Definitions

• “Student growth” means 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.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)
Definitions

• “Teacher” means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educators license endorsed for a teaching field issued in accordance with Article 21B of the School Code.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)
What does this mean for ELs?

- Variation in EL programs
  - Varying grade levels and models
  - Full time, self-contained classroom teachers
  - Push-in
  - Pull-out
  - Co-teaching
Student Growth Components

• Student growth shall represent at least 25 percent of a teacher’s performance evaluation rating in the first and second years of a school district’s implementation of a performance evaluation system.

– Thereafter, student growth shall represent at least 30 percent of the rating assigned.
Student Growth Components

• The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher and
  – One or more measurement models to be used to determine student growth that are specific to each assessment chosen.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)
Definitions

• “Measurement model” means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)
Definitions

• “Type I assessment” means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.
Definitions

• “Type II assessment” means any assessment developed or adopted and approved for use by the school district and used on a district wide basis by all teachers in a given grade or subject area.
Definitions

• “Type III assessment” means any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)
Definitions

• A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)
What does this mean for ELs?

- What are some examples of these types of assessments appropriate for ELs?

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What does this mean for ELs?

- What are some modifications for ELs that we can use for these types of assessments?

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Student Growth Components

• The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.
  – In addition, the administrative code states that assessments used for each data point in a measurement model may be different provided that they address the same instructional content.
Student Growth Components

• The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.
  – The evaluation plan shall require that at least one Type III assessment be used for each category of teacher.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)
Student Growth Components

• If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)
Student Growth Components

- A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation.
Midpoint Check-In

• Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning.
Remember the Goal

• The goal of a performance evaluation plan that includes measures of student growth is to improve teaching and learning.
Joint Committee: Questions to Consider
Questions to Consider

• What is the goal and purpose of the evaluation plan?
  – How will the goal and purpose be communicated to teachers, administrators, and the community?
Questions to Consider

• What Type I, II and III assessments are available for each category of teacher?
  – Consider the purpose of the assessment and how the assessment data is currently used.
Selecting Assessments

• When selecting assessments reflect on the following questions:
  – What is the purpose of the assessment?
  – What is the method for conducting the assessment?
  – How do teachers currently use the data collected from the assessment?
Questions to Consider

• What assessment types will be required for each category of teacher?
  – Type I and Type III
  – Type II and Type III
  – Two Type III's
Assessments

• If the joint committee determines that a Type I or Type II is required for a category of teacher then they must decide what that assessment will be.
  – Resource: Classroom Assessment Standards
Questions to Consider

• What are the advantages and disadvantages of requiring a specific assessment for each category of teacher?
  – How does the assessment meet the purpose and goal of the evaluation plan?
Questions to Consider

• How might the joint committee support collaboration between teachers and administrators around assessment selection and development?
Questions to Consider

• What measurement model is most appropriate?
  – Does evidence from using the measurement model contribute to teachers’ understanding of their students’ needs and progress so that instruction may be planned and adapted in a timely manner to ensure success?
Questions to Consider

• Does the measurement model allow teachers from all subjects and grades to be evaluated with evidence of student growth according to standards for that subject or grade?
Measurement Model

- The measurement model must be transparent and understandable.
  - Even if everyone can’t perform the calculations, the steps and the impact of those steps must be clear.
Questions to Consider

• How will the joint committee monitor and evaluate the design and implementation of the performance evaluation plan?
Available Supports

• Student Growth Training Modules Series
  – Facilitation Guide and Supplementary Materials
• Guidebook on the SLO Process
  – Example SLO
  – Example Measurement Model
• PEAC Implementation Guidance Documents
Summary and Conclusions
Questions
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Resources

- Illinois State Board of Education Balanced Assessment Site
  - www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm
- Illinois State Board of Education Division of English Language Learning
  - http://www.isbe.net/bilingual/default.htm
- Illinois Administration Code Part 50
  - www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf
- PEAC Guidance Documents
  - www.isbe.net/PEAC/
  - www.jcsee.org/standards-development