

# Oak Park Elementary School District 97

## PERA Joint Committee 2018-19 Evaluation Document



Student Growth Measures Used in Teacher Evaluation

*Revised: August 14, 2018*

## INTRODUCTION TO STUDENT GROWTH AS A COMPONENT OF PERA EVALUATION

In alignment with PERA legislation, Oak Park Elementary School District 97 will incorporate student growth measures into its teacher evaluation system beginning in 2016-17.

The PERA Joint Committee, comprised equally of teachers and administrators, met during the 2015-16 school year to identify these student growth measures. The PERA Joint Committee members were devoted to implementing PERA so that it benefits administrators, teaching staff and, most important, District 97 students. The original joint committee was comprised of the following members:

- April Capuder - Administrator
- Cat Clarke – Teacher
- Steve Cummins - Administrator
- Marion Ivey – Teacher
- Dr. Carrie Kamm - Administrator
- Ashley Kannan – Teacher
- Dr. Carol Kelley – Administrator
- Paul Manus - Teacher
- Jason Morrell – Teacher
- Keshia Warner – Administrator

The PERA Joint Committee received support and resources from Cathy Gustafson, an outside coach and consultant from the West 40 ISC. Cathy provided the committee with insight from other school districts that have been through the PERA process.

The PERA Joint Committee met on the following dates to address topics outlined in the SB7 PERA language.

- October 30, 2015
- November 30, 2015
- December 17, 2015
- January 11, 2016
- January 25, 2016
- February 8, 2016
- February 22, 2016
- February 29, 2016
- March 14, 2016
- March 21, 2016
- April 11, 2016
- April 25, 2016

Minutes from the PERA Joint Committee meetings were available to all employees via the district website so that notes, information, and summaries of each meeting could be shared. [Click here for a link to minutes and summaries of PERA Joint Committee meetings.](#)

The PERA Joint Committee of Oak Park Elementary School District 97 developed the following belief statement at the beginning of this process. The committee shared this belief statement with the District 97 OPTA membership for input and affirmation:

*The Joint Committee believes all children and staff can and will learn and grow together. The Joint Committee agreement will support the current district priorities and help the staff to foster a growth mindset to collectively develop high expertise teaching and reflective practices that address the varying needs of students identified by analyzing student growth data.*

## **USING MEASURES OF STUDENT GROWTH**

Student growth is defined as a measurable change in a student's or group of students' knowledge or skills, as evidenced by two or more assessments, between two or more points in time. Growth measures describe change in student scores from one point in time to the next.

By using student growth measures in an accurate and meaningful way, teachers can help students to achieve their highest potential and maximize growth. Student growth can facilitate meaningful dialogue about students' progress among administrators, teachers, and teacher teams. Using student growth allows teachers to monitor student progress throughout the year and adapt teaching methods accordingly. This, in turn, consistently lets the teacher know where students are and where they should be.

Student growth connects to the *Danielson Framework for Teaching*, representing another layer of the work around teacher professional practice. Multiple measures of a teacher's practice, which include frequent observations using the *Danielson Framework*, conferences, regular feedback, and student growth measures, create a more complete picture of a teacher's performance and enhance the dialogue between teacher and administrator, creating more meaningful evaluations.

## **STUDENT GROWTH GUIDELINES**

Each teacher needs to use at least two assessments, according to state law. The teachers in Oak Park Elementary School District 97 will be required to use only two assessments in the 2018-19 school year. Each assessment will account for 15% of the overall evaluation rating.

All categories of teachers must do one Type I OR one Type II AND one Type III. (A Type II could be used as a Type III) Type II and Type III assessments do not have to be TESTS. They can be learning tasks, and they can be project-based. The intervals need to include enough teaching days to accurately measure growth, typically 6-8 weeks. The intervals can be adjusted to best meet the needs of all stakeholders.

To enhance collaboration and ensure all students across the school show growth, all teachers will employ assessments that are district-wide or school-wide (team-wide) measures. The use of a Type III assessment (that is not a Type II or Type I, used as a Type III) would be developed following the SLO process (See - [SLO Process](#)).

## OVERVIEW OF ASSESSMENT TYPES AND GROWTH MODELS TO BE USED

Data to be examined for student growth purposes will be based on common district assessments (Type II) and Student Learning Outcomes (SLO) assessments (Type III) in the year of the evaluation. SLOs will consist of a learning goal, an assessment, procedures to measure the learning goal, and an expectation of growth.

Student growth for rubric-based assessments will be measured using the simple growth model. Student growth for percentage-based assessments will be assessed using a “Divide by Two Model” as described later in the document.

Teachers can select which assessments to use in order to measure student growth. The committee strongly encourages selecting assessments that are common within professional teams. The committee sees the value of teams engaging in discussions about which specific assessments can be used to effectively chart student growth.

Each of the two assessments will count for 15% of the summative student growth rating. *Reminder: A Type II can be used as a Type III assessment. Type II and Type III assessments do not have to be TESTS. They can be learning tasks, and they can be project-based.*

Teacher Category	15%		15%
	TYPE I Assessments – Not mandated, but may be opted	TYPE II Assessment – One Type II Assessment (or a Type I if opted) Common District Assessment	TYPE III Assessment – Common District Assessment or a Team SLO
Early Childhood/PKP		Teaching Strategies Gold	HWT The Tool or SLO
Primary General Education (K-2)	AIMS Web Plus	<ul style="list-style-type: none"> <li>● Common District Assessments (e.g. Eureka Math, Writing Units of Study)</li> <li>● On Demand Writing Tasks</li> <li>● Benchmark Assessments System</li> <li>● Running Records</li> </ul>	Type II or SLO
Instructional Special Education K-2	AIMS Web Plus	<ul style="list-style-type: none"> <li>● Common District Assessments (e.g. Eureka Math, Writing Units of Study)</li> <li>● Wilson</li> </ul>	Type II or SLO
Instructional Special Education 3-5	AIMS Web Plus MAP	<ul style="list-style-type: none"> <li>● Common District Assessments (e.g. Eureka Math, Writing Units of Study)</li> <li>● Wilson</li> </ul>	Type II or SLO LLI MobyMax

Instructional Special Education 6-8	AIMS Web Plus MAP	<ul style="list-style-type: none"> <li>● Common District Assessments (e.g. Eureka Math, Writing Units of Study)</li> <li>● Wilson</li> <li>● IB Unit Plan Assessment</li> </ul>	Type II or SLO LLI MobyMax
Resource Special Education	AIMS Web Plus MAP	<ul style="list-style-type: none"> <li>● Common District Assessment (e.g. Eureka Math, Writing Units of Study)</li> <li>● Wilson</li> <li>● IB Unit Plan Assessment</li> </ul>	Type II or SLO LLI MobyMax
Low Incidence Special Education		Unique Learning	SLO
Intermediate General Education (3-5)	MAP	<ul style="list-style-type: none"> <li>● Common District Assessments (e.g. Eureka Math, Writing Units of Study)</li> <li>● On Demand Writing Tasks</li> <li>● Benchmark Assessments Systems</li> </ul>	Type II or SLO
Middle School General Education (6-8)	MAP	<ul style="list-style-type: none"> <li>● Common District Assessments</li> <li>● IB Unit Plan Assessment</li> <li>● IB Criterion B, C, or D</li> </ul>	Type II or SLO
Special Area (K-5): Library, Art, Music, PE, FLES		<ul style="list-style-type: none"> <li>● Common District Assessments</li> </ul>	Type II or SLO
Special Area (6-8)		<ul style="list-style-type: none"> <li>● Common District Assessments</li> <li>● IB Unit Plan Assessment</li> </ul>	Type II or SLO
Instructional Coach/6-8 Teacher Librarians/IB Coordinators/Ment or Teacher	MAP	<ul style="list-style-type: none"> <li>● Common District Assessments</li> <li>● IB Unit Plan Assessment</li> </ul> <i>Partner with a general education teacher</i>	Type II or SLO
GTD	MAP	<ul style="list-style-type: none"> <li>● Common District Assessments</li> </ul>	Type II or SLO
ELL	MAP	<ul style="list-style-type: none"> <li>● Common District Assessments</li> <li>● IB Unit Plan Assessment</li> </ul>	Type II or SLO

PBIS Coach/Student Support Specialists	MAP	<ul style="list-style-type: none"> <li>● Second Step</li> <li>● SWIS</li> </ul>	Type II or SLO
World Language	MAP	<ul style="list-style-type: none"> <li>● Common District Assessments</li> <li>● IB Unit Plan Assessment</li> </ul>	Type II or SLO
Language Arts Specialists/MTSS Interventionist	Aims Web Plus	<ul style="list-style-type: none"> <li>● LLI</li> <li>● Wilson</li> <li>● Benchmark Assessments System</li> </ul>	Type II or SLO

### STUDENT POPULATION

All teachers in collaboration with the building administrator must identify students to be included on their student growth roster. The student population included for student growth will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes. Teachers may choose to select two different groups of students for the two assessment types. *The intention of the committee is that, as nearly as possible, a cross-section of students representative of the school's demographic will be included on the roster.* Not all students' growth scores will "count" toward a teacher's success. Thus, students without timely pre- or post-tests, with low attendance or who miss class often may not have growth targets that "count" toward a teacher's evaluation, and the teacher's final student growth roster may be different than the teacher's actual in-class roster.

Oak Park Elementary School District 97 has identified the following criteria for the student population portion:

1. Students who have both a pre- and post-test that was administered during the assessment window will be included on a teacher's final student growth roster.
2. In addition, students with 80% attendance or higher in between the first day after the pre-test administration window closes to the last day before the post-test administration window opens will be included on a teacher's final student growth roster at the end of the evaluation cycle. (Teachers will include *all* students with pre- and post-test data, but those students with positive growth who do not meet the attendance minimum can/will be included in the teacher's summative student growth rating.) Eighty percent (80%) attendance means students are in attendance for the class being used for student growth. If a teacher feels a student(s) should be excluded due to attendance, he/she should provide documentation of the student absences to his/her evaluator.

### MIDPOINT OF THE EVALUATION CYCLE

An opportunity for a student growth midpoint review by the teacher and evaluator is mandated by PERA to review progress toward student growth and allow for an adjustment to instruction, as needed. The data to be considered at the midpoint review shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance. Data from formative assessments--such as classroom tests, student work samples, student attendance, discipline issues, grades, progress reports, etc...--may be reviewed. Teachers can reflect individually, in groups, or as a school. Collaboration should be encouraged so more experienced teachers can help less proficient teachers or teachers who are not as skilled in data analysis. Adjustments to growth targets may be made at a midpoint review meeting. The midpoint review meeting is optional and may be requested by the

teacher or the evaluator. If there is a midpoint meeting, a midpoint reflection shall be completed and signed by both evaluator and teacher.

**STUDENT GROWTH RATING SCALE**

The growth rating scale consists of assigning a singular performance rating to the Type I, Type II, and the Type III assessments. Each assessment will receive a score in one of four categories, “Excellent,” “Proficient,” “Needs Improvement,” or “Unsatisfactory,” based upon the thresholds listed below.

Student Growth Scale for a Rubric–Based Assessment (Simple Growth)

<b>Initial Attainment</b>	<b>Student Growth Goal (Students that earn highest rubric rating on pre and maintains on post, will count towards student growth)</b>
4 on a rubric	5 or higher on the rubric on a later assessment

Student Growth Chart for Percentage–Based Assessments (Divide by Two Model)

<b>Pre-Test Attainment</b>	<b>Student Growth Goal</b>
61 to 80% on pre-test	Growth is 10%; post-test range of 70 to 90%
41 to 60% on pre-test	Growth is 20%; post-test range of 60 to 80%
21 to 40% on pre-test	Growth is 30%; post-test range of 50 to 70%
0 to 20% on pre-test	Growth is 40%; post-test range of 40 to 60%

Teacher Rating Scale to determine Summative Student Growth Rating

<b>Teacher Rating for Student Growth</b>	<b>Threshold for all assessments other than MAP (percentage of students meeting growth target)</b>	<b>MAP meeting Winter projected growth (percentage of students meeting growth target)</b>
Excellent (4)	80% or higher of students make goal	75% or higher make projected growth
Proficient (3)	60%-79% of students make goal	50-74% make projected growth
Needs Improvement (2)	40%-59% of students make goal	25-49% make projected growth
Unsatisfactory (1)	Less than 40% of students make goal	Less than 25% make projected growth

**DETERMINING FINAL STUDENT GROWTH RATING FOR TEACHERS**

The summative student growth rating will be determined by combining the ratings for the two types of assessments. The process for determining the summative student growth rating is as follows:

<b>First Assessment (15%)</b>									
<b>Second Assessment (15%)</b>		<b>4.0</b>		<b>3.0</b>		<b>2.0</b>		<b>1.0</b>	
	<b>4.0</b>	4.0	Excellent	3.5	Excellent	3.0	Proficient	2.5	Proficient
	<b>3.0</b>	3.5	Excellent	3.0	Proficient	2.5	Proficient	2.0	Needs Improvement
	<b>2.0</b>	3.0	Proficient	2.5	Proficient	2.0	Needs Improvement	1.5	Needs Improvement
	<b>1.0</b>	2.5	Proficient	2.0	Needs Improvement	1.5	Needs Improvement	1.0	Unsatisfactory

## SUMMATIVE PERFORMANCE EVALUATION RATING

At the end of the evaluation cycle, the evaluator will combine the summative student growth rating with the professional practice rating for each teacher to determine the summative performance evaluation rating, in accordance with Illinois PERA guidelines. The summative student growth rating will represent 30%, and the summative professional practice rating will represent 70% of the summative performance evaluation rating. Using both ratings, the evaluator will determine the teacher’s summative performance rating using the summative performance evaluation matrix below.

		Summative Professional Practice (Danielson) Rating (70%)							
		4.0 EX		3.0 PR		2.0 NI		1.0 UN	
Student Growth (30%)	<b>4.0 EX</b>	4.0	Excellent	3.3	Proficient	2.6	Proficient	1.9	Needs Improvement
	<b>3.0 PR</b>	3.7	Excellent	3.0	Proficient	2.3	Needs Improvement	1.6	Unsatisfactory
	<b>2.0 NI</b>	3.4	Excellent	2.7	Proficient	2.0	Needs Improvement	1.3	Unsatisfactory
	<b>1.0 UN</b>	3.1	Proficient	2.4	Needs Improvement	1.7	Needs Improvement	1.0	Unsatisfactory

### Assigned Values

- 4 = Excellent
- 3 = Proficient
- 2 = Needs Improvement
- 1 = Unsatisfactory

### Growth Scale & Overall Summative Rankings

- 3.4 – 4.0 = Excellent
- 2.5 – 3.39 = Proficient
- 1.7 – 2.4 = Needs Improvement
- 1.0 – 1.6 = Unsatisfactory

If a teacher has questions about implementation of the evaluation timelines, contact the assigned evaluator or OPTA representative. If a teacher has questions about the content of this document, contact the assigned evaluator or PERA ([pera@op97.org](mailto:pera@op97.org)) or OPTA representative.



## MODEL REFINEMENT

The district's PERA Joint Committee has agreed to meet at least twice a year during the 2016-17 school year and annually every year afterward to continue to refine the PERA evaluation plan. Feedback will be collected via a survey to assess the student growth part of the plan and to determine any modifications that may be needed.

In addition, the committee will continue to meet after the April 29, 2016, deadline to refine and edit all the required PERA components (SLO Appendix, Mid-Review Reflection Process, Expected Growth Measures other than MAP, and Communications Plan).

*Initial agreement: April 29, 2016*

*Minor revisions: August 23, 2016*

*Review and revisions: June 19, 2017*

*Review and revisions: August 14, 2018*

## APPENDIX C: DEFINITIONS

"Annual growth" means the expected growth students are to make during the school year from the teaching being received.

"Catch-up growth" means the amount of accelerated growth needed for an at-risk student to achieve at or above the level of expected growth

**The following terms are from Section 50.30 of the Illinois Administrative Code.**

"Adaptive conditional measurement model" means measurement model used to analyze assessment data to determine student growth that consists of at least a collection of baseline data that is used to determine student growth expectations for all students or for individual and/or groups of students and the recording of student outcomes in comparison to the growth expectations identified.

"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 (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable. For the purposes of this Part, assessments will be defined as the following types.

- "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. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).
- "Type II assessment" means any assessment developed or adopted and approved for use by the school district and intended to be used on a districtwide basis by all teachers in a given grade,

course or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

- "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. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. 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 (see Section 50.110(b)(2)).

"Assistant principal" means an administrative employee of the school district who is required to hold a professional teacher license issued in accordance with Article 21B of the School Code [105 ILCS 5/21B] endorsed for either general administrative or principal, and who is assigned to assist the principal with his or her duties in the overall administration of the school.

"Formal observation" means a specific window of time that is scheduled with the teacher, principal, or assistant principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. (Also see Sections 50.120(c) and 50.320(c).)

"Growth expectation" means the outcome that students are expected to achieve by the end of the instructional period and includes consideration of a starting level of achievement already acquired and determination of an ending goal for the level of achievement to be reached.

"Informal observation" means observations of a teacher, principal, or assistant principal by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

"Interval of instruction" means the period of time during which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills.

"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, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance. (Section 24A-4 of the School Code).

"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.

"Performance evaluation plan" means a plan to evaluate a teacher, principal, or assistant principal that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code and this Part.

"Performance evaluation rating" means the final rating of a teacher's, principal's, or assistant principal's performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85c of the School Code [105 ILCS 5/24A-5(e), 34-8, and 35-85c], that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] and Section 50.20 of this Part, and professional practice.

"Qualified evaluator" shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers or principals and assistant principals. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable.

"State performance evaluation model" means those components of an evaluation plan that address data and indicators of student growth that a school district is required to use in the event that its joint committee fails to reach agreement pursuant to Section 24A-4(b) of the School Code.

"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.

"Teacher" means full-time or part-time professional employees of the school district who are required to hold a professional teacher license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a professional teacher license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor.

(Source: Amended at 38 Ill. Reg. 23175, effective November 19, 2014)