

## EVALUATION: Student Growth

In 2011, the Illinois Performance Evaluation Review Act (PERA) was passed into law. As part of this law, it introduced a provision that mandated student growth data be a “significant factor” in both administrator and teacher evaluations.

The Indian Prairie Joint Committee is comprised of an equal number of Association members and Administration. They formally met six times during the 2015-2016 school year reaching consensus decision on the components of the student growth portion of evaluations for the 2016 – 2017 school year.

### Does every licensed employee have to do this?

There are some employees that the law exempts: counselors, psychologists, social workers, non-teaching speech and language pathologists, and school nurses.

### How much of a teacher’s evaluation is based on student growth?

30% of your evaluation is based on student growth data. 70% is based on performance (observation).

### What are the types of assessments that are permissible under the law?

There are three types of assessments that may be used. See the chart below.

ASSESSMENT	DEFENITION
<b>TYPE 1</b>	An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois. <i>Example:</i> ACT, SAT, PSAT 8/9 and PSAT/NMSQT, NWEA MAP, AIMSweb Plus, DIBELS, Gates-MacGinitie Reading Tests, etc.
<b>TYPE 2</b>	An assessment developed or adopted and approved by the school district and used on a district-wide basis. It is given by all teachers in a given grade level, subject area, or department.
<b>TYPE 3</b>	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning.

### May I use a Type 1 assessment if it’s available?

Type 1 assessments, i.e. Aimsweb Plus, may be used for the SLO.

## How many Student Learning Objectives (SLOs) do I need to do?

During the 2016-2017 school year, a teacher need only do one (1) SLO, as mandated by law. However, beginning with the 2017-2018 school year, any teacher on cycle must have two growth measures. At least one (1) must be a SLO.

## How does this process work?

Action	Time Frame For Semester/Year Long Classes*	Person Responsible	Specific Action Needed
Submit SLO	Before the pre-assessment is given. <b>It is strongly advised to submit the SLO for approval several days before administering the pre-assessment.</b>	Teacher	Submit SLO Think Sheet Template on MLP-Oasys**
Administer Pre-Assessment	No later than the September 21 <sup>st</sup> .	Teacher	Administer the pre-assessment
Submit Pre-Assessment Data	No later than two weeks after the pre-assessment is given and no later than end of September	Teacher	Data submitted on MLP-Oasys
Option given for mid-point check in with evaluator	Before the end of October	Evaluator and Teacher	Teacher must respond that he/she accepts or declines
Administer Post Assessment	After December 1 <sup>st</sup> and before January 20 <sup>th</sup>	Teacher	Teacher must respond that he/she accepts or declines
Submit post Assessment Data	Must be submitted before the end of January	Teacher	Submit growth data on MLP-Oasys
Summative Conference	Before March 1 <sup>st</sup> <b>(probationary)</b> Before March 15 <sup>th</sup> <b>(tenured)</b>	Administrator	

\*The time frame is different for those teaching quarterly classes. Please consult the IPEA Evaluation Plan for Student Growth.

\*\*MLP-Oasys is the replacement program for Teachscope.

**What happens if the evaluator and I don't agree on an SLO?**

It is strongly encouraged that a teacher work with his/her evaluator to develop an acceptable assessment. If after trying to work together to find an acceptable assessment an agreement cannot be reached, the teacher may appeal.

The appeal process begins by notifying the Assistant Superintendent - Human Resources in writing. After the notification is received, the SLO will go to an appeals committee consisting of an equal number of people appointed by administration and by the Association. A decision will be made within three (3) school days of the appeal.

During this time, no assessment may be given by the teacher to be used as a SLO. The decision of the appeal committee is final.

**What students need to be included?**

Elementary classroom teachers must include the entire class. High School and Middle School teachers need to select at least one period/section. Elementary Art, Music, and PE teachers must select at least one period/section as well.

Any student who has 90% attendance during instructional time and is present for both the pre and post-assessment window needs to be included.

**How does my performance rating and student growth rating calculate my summative rating?**

		<b>Performance Rating (70%)</b>				
		<b>Ratings</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Student Growth Rating (30%)</b>	<b>Excellent</b>	Excellent	Excellent	Proficient	Needs Improvement	
	<b>Proficient</b>	Excellent	Proficient	Needs Improvement	Needs Improvement	
	<b>Needs Improvement</b>	Proficient	Proficient	Needs Improvement	Unsatisfactory	
	<b>Unsatisfactory</b>	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory	

### **I don't work with a specific student population. What options do I have?**

If a teacher does not have a specific student population he/she works with, it is acceptable to attach to a grade level, department or individual classroom teacher's goal. This will need to be mutually agreed upon by the evaluator and any teacher(s) involved.

### **What is the purpose of a mid-point check-in?**

The mid-point check-in is designed to give the teacher and his/her evaluator time to discuss the goals and clusters that were set and adjust them as needed. This step is especially important for teachers working with small sections/numbers of students.

The mid-point check in is optional. However, each teacher will be given the option to either accept or decline a meeting with his/her evaluator.

### **I will be out on FMLA or another extended leave during the first semester. Will I have to include student growth included in my evaluation?**

For teachers who are out on an approved leave of ten (10) **consecutive** days or longer during the assessment window, inclusion of student growth data will be evaluated on a case by case basis by an appeals committee. The committee will consist of an equal number of administrators appointed by the district and teachers appointed by the Association.

For these teachers that are not able to complete the student growth portion of their evaluation, the overall rating may be based 100% on performance.

### **What happens if I'm hired after the pre-assessment window?**

If a teacher is hired after the pre-assessment window closes, the inclusion of student growth will be decided on a case by case basis by the appeals committee.

### **Can I do student growth if I'm not on cycle like I do now with Domain 4 evidence?**

At this point, this is not an option. However, that is an option that can be considered by the Joint Committee moving forward. It is permissible to pilot new assessments when off cycle.

### **What will student growth look like in the 2017-2018 school year and beyond?**

The Joint Committee will resume meeting in October 2016. After evaluating the implementation, they will come up with a plan moving forward. Both administration and the Association feel that it is important to be flexible and be able to address concerns that arise during the first year of implementation.

The formal plan for 2017-2018 will be finalized by the Joint Committee in the spring of 2017.

*Revised 5/2016*