



Paxton Buckley
Loda CUSD 10

Teacher Evaluation
Student Growth Component



Table of Contents

| | |
|---|--------|
| Introduction/Purpose..... | Page 2 |
| Guiding Principles | Page 3 |
| Assessments | Page 3 |
| Measurement Model for Student Growth | Page 4 |
| Growth Standards and Evaluation Categories | Page 5 |
| Combining Student Growth and Professional Practice..... | Page 7 |



Introduction

This document is intended to inform and support districts that have adopted the Local Growth Model (LGM) All-In approach to student growth for the purpose of teacher evaluations.

Beginning with the 17-18 school year, PBL Unit #10 will transition from individual teacher Student Learning Objectives (SLO) to using the Local Growth Model (LGM) for the purpose of teacher evaluation. LGM is an “all-in” approach addressing student growth. The PBL Student Growth Handbook will be replaced with the Teacher Evaluation Student Growth document.

In order to meet the intent of the all-in approach, all tenured teachers will receive the same performance category rating (unsatisfactory/needs improvement/proficient/excellent) in their two year cycle. The rating will be based on data from the previous year and will comprise 30% of the summative rating for the two-year cycle. All tenured teachers will receive their first rating in 2017 whether they are in year 1 or 2 of their evaluation cycle. The student growth rating will be given every odd year.

The only exemption to the above is for those tenured teachers who are in year two of the cycle and completed one or more SLOs in 2016-17. A teacher who completed two SLOs may choose to have that rating supersede the 2017-18 rating. A teacher who completed one SLO may choose to have that rating averaged with the 2017 rating. Please meet with your building administrator to discuss this option if you are interested.

Non-tenure teachers will use the student growth data from the previous year for each yearly summative evaluation cycle.

Purpose

The Illinois Performance Evaluation Reform Act (PERA), regulated as Illinois Administrative Code Part 50 (Part 50), requires that student growth be a significant factor in a teacher’s overall evaluation. This document summarizes the collaborative efforts and consensus of the Joint Committee (Section 24A-4 of the School Code) for how student growth will be incorporated into the district’s teacher evaluation system to promote continuous quality improvement and ensure compliance with state regulations.



Guiding Principles

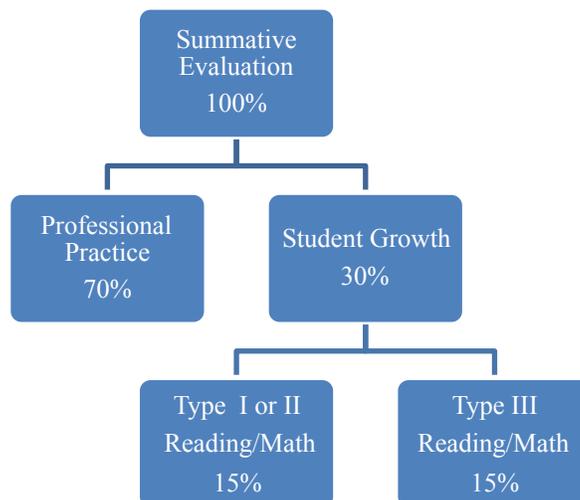
The district’s student growth component is guided by the following principles:

- Student growth components for teacher evaluation should be student-centered, and should not be separate from or interfere with, the district’s assessment program used to measure individual student progress.
- Student growth components for teacher evaluation should focus on core academic outcomes such as reading and math.
- Student growth components should promote continuous quality improvement, and systemically build upon existing district assessment practices.
- Student growth components for teacher evaluation should promote teacher collaboration, and foster professional development.
- Student growth ratings should be standards-based, and result in the potential for all teachers to receive favorable student growth ratings.
- Student achievement growth should account for variations in past student performance, but should not explicitly adjust for student-level demographics in any way that may perpetuate achievement gaps.

Assessments

The summative evaluation for a teacher will consist of a student growth component and a professional practice component. The growth component will comprise 30% of a teacher’s summative rating, and professional practice will comprise 70% of the evaluation. This document is focused on the student growth component.

Part 50 requires that student growth components include the use of at least one Type I or Type II assessment, and at least one Type III assessment. The following diagram illustrates the teacher evaluation system components.



Student Growth Component –LGM All-In

Assessment Types

The joint committee may consider Type I and Type II assessments as Type III assessments for the purpose of teacher evaluation in a manner consistent with Part 50, which states “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” (Section 50.110(b) (2) of Part 50). The joint committee will communicate to teachers the specific assessments to be used prior to September 30th of the school year for which the assessment will be used. **The current assessments for the District growth evaluation include reading and math on MAP, PARCC, and PSAT/SAT.**

Period of Time for Which Growth is Evaluated

For new and returning teachers, student growth will be retrospective to the previous school year, and will evaluate student growth over the course of an entire school year, culminating with spring reading and math assessments.

Measurement Model for Student Growth

Part 50 requires that school districts adopt a measurement model for how two or more assessment scores, over two or more points in time will be used to determine student growth. A Local Growth Model (LGM) approach will be used to calculate individual student growth on all assessments based on local district norms.

The LGM analyzes longitudinal student achievement data individually for each student, and projects an individual student’s expected future achievement based on his/her prior pattern of achievement. Student projections are based on student *propensities* derived from individual student performance on multiple past assessments. This projection is then compared to actual student achievement, as illustrated below.



Student Growth Component –LGM All-In

**Measurement Model for Growth
Local Growth Model (LGM)**



Student growth is defined as the distance between an individual student’s actual score on an assessment and the student’s projected score. Raw growth scores are converted to standardized growth scores via a conditional z-score, which provides a common definition and metric for growth across all assessments. Individual student growth scores are then averaged across all tests for all students in a particular school, and compared to established growth standards to determine final evaluation categories. Each assessment used within the teacher evaluation system will be given equal weight in its contribution toward average student growth at the individual student and district level.

Growth Standards and Evaluation Categories

To promote teacher collaboration, an “All-In” evaluation framework will be implemented to analyze student growth for reading and math at the District level on all assessments used in the evaluation system. Therefore, all teachers in the District will receive the same growth score for 30% of their summative evaluation. The average District growth score across reading and math provides the basis from which growth will be categorized and converted into an evaluation category. The following diagram shows the process.



Student Growth Component –LGM All-In

**Conversion of Student Growth to
Evaluation Categories**



Average growth for a group of students is considered to be in the expected range unless the average growth is statistically different from zero, and is outside pre-established thresholds for educational relevance. The following two conditions must be met in order for average growth to be deemed higher or lower than expected:

- The average distance between projected and actual achievement is statistically significant at $p < .05$.
- The magnitude of the growth score is equal to or greater than the absolute value of 0.3.

If both of the above conditions are not met then growth is considered as expected for that group of students, which translates to a *Proficient* category for teacher evaluation.



Student Growth Component –LGM All-In

Combining Student Growth and Professional Practice

The overall student growth rating will be combined with a teacher’s overall professional practice rating to determine a teacher’s summative rating. Growth and practice ratings will be combined using the following matrix. In the example illustrated below, if the overall student growth rating is **Proficient** and a teacher’s overall practice rating is **Excellent**, then the teacher’s summative rating is **Excellent**.

| | | Overall Teacher Practice Rating (70%) | | | |
|--|---|--|----------------------------------|---|-------------------------------------|
| | | <i>Excellent (4 points)</i> | <i>Proficient (3 points)</i> | <i>Needs Improvement (2 points)</i> | <i>Unsatisfactory (1 point)</i> |
| Overall Student Growth Rating (30%) | <i>Excellent (4 points)</i> | <i>Excellent</i> | <i>Proficient</i> | <i>Proficient</i> | <i>Needs Improvement</i> |
| | <i>Proficient (3 points)</i> | <i>Excellent</i> | <i>Proficient</i> | <i>Needs Improvement</i> | <i>Needs Improvement</i> |
| | <i>Needs Improvement (2 points)</i> | <i>Proficient</i> | <i>Proficient</i> | <i>Needs Improvement</i> | <i>Unsatisfactory</i> |
| | <i>Unsatisfactory (1 point)</i> | <i>Needs Improvement</i> | <i>Needs Improvement</i> | <i>Needs Improvement</i> | <i>Unsatisfactory</i> |

The joint evaluation committee will continue to meet and provide oversight to ensure consistent implementation, and to recommend changes in subsequent years.

