

# FRANCZEK RADELET

ATTORNEYS & COUNSELORS

## MAKING THE MARK: MEANINGFUL MEASUREMENTS OF STUDENT GROWTH IN STUDENT AND TEACHER EVALUATIONS

### Student Evaluations

**1. What are the IDEA requirements for measuring student growth?**

The IDEA requires a student's IEP to include measureable annual academic and functional goals designed to meet the student's disability-related needs to enable the student to participate and progress in the general education curriculum. For students who take alternate assessments aligned to alternative achievement standards, goals must include benchmarks or short-term objectives. Best practice is to include benchmarks or short-term objectives for all students. The IEP must also include a description of how the student's progress toward meeting the annual goals will be measured and when progress reports will be provided.

**2. How frequently must IEP progress reports be provided?**

IEP progress reports must be provided at least as frequently as regular report cards.

**3. Do students with IEPs take the PARCC?**

The IEP team determines whether the student will take the PARCC or the DLM-AA. If the student will take the PARCC, the team must determine whether the student will receive accommodations, and if so what accommodations. ISBE advises that typically only students whose IQs fall below 55 should take the DLM-AA.

**4. Do good grades on regular report cards prove a student is receiving FAPE?**

Passing grades are an indication that a student is receiving FAPE but not determinative.

**5. What other measures can be used to demonstrate student progress?**

- District-wide assessments
- Program-based assessments
- Classroom assessments
- Three year reevaluations

### Teacher Evaluations

**1. What are the requirements for measuring student growth for teacher evaluation plans?**

PERA requires performance evaluation systems to assess teachers' professional practice and incorporate measures of student growth by a school district's PERA implementation date.

Before the PERA Implementation date, the District must use a Joint Committee composed of equal representation selected by the District and the Union to determine how to incorporate data and indicators of student growth as a significant factor in rating teacher performance. If the committee cannot agree within 180 calendar days, the District must adopt the ISBE model plan with respect to those aspects of student growth upon which no agreement was reached.

- Under ISBE's model, the student growth component of the plan must comprise 50 percent of the performance evaluation rating assigned.

- The clock on the 180 days does not start until November 1 of the year immediately prior to implementation. (For most districts this will be November 1, 2015).

**Definition of student growth:**

“A demonstrable change in 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 of time.”

**“Significant Factor” requirement:**

ISBE’s rules require that, in the first and second years of a school district’s implementation of a District’s performance evaluation system, student growth must represent at least 25 percent of a teacher’s performance evaluation rating. Thereafter, student growth must represent at least 30 percent of the rating assigned.

**Measuring student growth:**

There are three types of assessments:

**Type I Assessment:** 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: NWEA, Scantron Performance Series, SAT, AP or IB exams

**Type II Assessment:** Any assessment developed or adopted and approved for use by the school district and used on a districtwide basis by all teachers in a given grade or subject area. Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers.

**Type III Assessment:** 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: Teacher-created assessments, assessments designed by textbook publishers, student work samples/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.

**NOTE:** 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.

- The plan must identify at least two types of assessment 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. The assessments and measurement models identified must align to the school’s and district’s school improvement goals.
- The Joint Committee must identify a measurement model using multiple data points from at least one Type I or II assessment and at least one Type III assessment.
  - Measurement model = 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.
- The Joint Committee must identify the specific Type I or Type II assessment to be used for each category of teacher.
- The plan must also require that at least one Type III assessment be used for each category of teacher.

- If the Joint Committee determines that no Type I or Type II assessment can be identified (e.g., music, art), then the evaluation plan must require that at least two Type III assessments be used.
- 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.
- The plan must state the general nature of any Type III assessment chosen and describe the process and criteria the qualified evaluator and teacher will use to identify or develop the specific Type III assessment to be used.
- The plan must identify student growth expectations consistent with the assessments and measurement model to be used, as appropriate.
- The Joint Committee must consider how certain student characteristics (e.g. special education placement, English language learners, low-income populations) shall be used for each measurement model chosen to ensure that they best measure the impact that a teacher, school and school district have on students' academic achievement.
- Each plan must identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning. This particular data may not be the same data identified for use in the performance evaluation plan to rate the teacher's performance.
  - The data the teacher collects may not be used to determine the performance evaluation rating.
  - The teacher should use the data to assess his or her progress and adjust instruction, if necessary.

**2. Can the assessments used for each data point in a measurement model (e.g., pretest and posttest) be different or must they be identical?**

Assessments used for each data point in a measurement model may be different provided that they address the same instructional content. ISBE advises that the two test forms should NOT be identical, however the pre-assessment should mirror the post-assessment in terms of the content and skill attainment tested.

**3. Must the student growth component of a teacher's evaluation cover all students that the teacher instructs during his or her evaluation cycle?**

According to ISBE, no, however school districts should strive to incorporate as many students that the teacher instructs as possible when incorporating data and indicators of student growth into a teacher's evaluation.

**4. What if the student growth rating scale does not correspond to the four PERA ratings?**

If the rating scale to be used for student growth does not correspond to the four performance evaluation ratings required under PERA, then the evaluation plan must include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings.