PEAC
ISBE Performance Evaluation Advisory Council

Your Virtual

PERA Coach

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Dear Illinois Educator,

We will continue to guide you in your journey to full implementation of the Performance Evaluation Reform Act.
The focus of this third issue of *Your Virtual PERA Coach* is on Assessing Student Growth. In the corresponding stage of the joint committee work process, most districts review current assessments and look at areas which need additional ones. Joint committees help their districts to determine if a Type 1 or 2 assessment will be used for the various categories of teachers. They then work with staff members to identify and/or create the appropriate Type 1, 2, or 3 assessments (described below) for each teacher category.

Your Virtual PERA Coach contains information and links to various documents that can help you in the process of adding measures of student growth to your district's performance evaluation plan, as required by the Illinois Administrative Code Part 50.

Overview of Joint Committee Work
This Month's Focus: Assessing Student Growth

View full chart here

ASSESSING STUDENT GROWTH

STUDENT GROWTH CHECKLIST
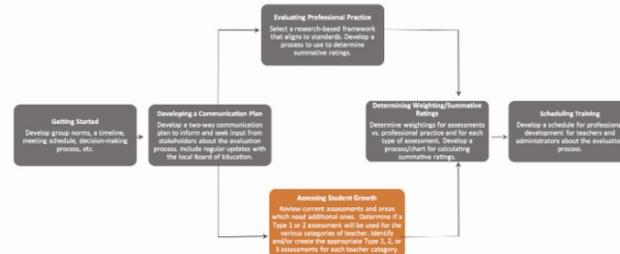
Review of Current Assessments

A high quality assessment contributes to the process of collecting and interpreting information that can be used to inform teachers, students, and other stakeholders of information about student progress.

In order to help districts evaluate the types, amounts of time needed, and information they get from the results of the assessments, many conduct a review called an Assessment Inventory.

ISBE has created a document called The Assessment Inventory Facilitation Process. It provides a step-by-step process for districts to follow when using an assessment inventory. The document is in an editable Word format so districts can modify it for their needs.

Conducting an Assessment Inventory

As stated in ISBE's guide, Student Assessment Inventory for School Districts, school districts that conduct an assessment inventory build a shared understanding of the purpose each assessment is designed to serve.

Student Growth Component Checklist-Alignment to the Law

Section 50.110 of the Illinois Administrative Code contains details of the student growth components that are required to be included in each district's performance evaluation plans. Below is a check list that summarizes the requirements joint committees need to address as they incorporate student growth into their district's evaluation plan.

In addition, an inventory helps to point out gaps and redundancies for the general population and for specific populations of students, identifies lack of alignment between standards and assessments, identifies low quality assessments, illuminates the resources spent on assessment, and highlights which assessments provide information that is useful to teachers and students and which assessments do not. Through the inventory, district teams can develop an appropriate assessment strategy, streamline the amount of time spent on assessing students, and work to ensure that the assessments and their results are used to benefit students.

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Assessment Inventory Process

Step 1: Plan the Inventory

Think about the following types of questions:

What are the objectives of the inventory

Who will collect the information

Who has the authority to act on the results of the inventory

Who will be making the recommendations

Step 2: Conduct the Inventory

Collect and organize information about assessments given in the district.

Three types of questions are suggested:

- Basic information questions (usually available from assessment specification booklets and other information provided by vendors, or from state and district policy documents).
- Use/purpose question (the difference between the assessment's intended purposes and uses.For example, the purpose of an assessment may be to measure students' reading comprehension while the intended use is to identify students in need of extra support/intervention).
- Operational questions (typically found in vendor's assessment descriptions and technical guides, i.e. assessment administration (frequency and time)).

Step 3: Analyze the Inventory

- Look across a particular grade level or grade band at all assessments students are given.
- Identify assessments that the district will continue to administer and clarify any needs or changes that may be necessary to ensure the assessments are helpful for their intended uses.
- Identify assessments for elimination or significant changes.

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Example of Assessment Inventory

Below is a sample assessment inventory that was adapted by ISBE with permission from Achieve, Inc. Districts can modify the inventory for their local context and use.

View full inventory here

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Alignment with the Law: Section 50.110 Student Growth Components

The following check list is a summary of the law and the requirements joint committees need to address as they incorporate the student growth components into their district's performance evaluation plan.

Click here for a copy of the checklist.

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Assessment 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 widely administered within or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Standardized Test for Assessment of Reading (STAR), Iowa Test of Basic Skills, College Board's SAT, Advanced Placement or International Baccalaureate examination.

"Type II assessment" means any assessment developed or adopted and approved by the school district and used on a district wide basis by all teachers in a given grade or subject area. Examples include district-developed assessments aligned to common core standards and curriculum assessments designed by textbook publishers.

"Type III assessment" means any assessment that is rigorous, 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.

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Evaluation Plan Requirements

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.

This means that there are three options the joint committee may consider for each category of teacher: (Option 1) Type I and III; (Option 2) Type II and III; (Option 3) Type III and III.

The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.

The evaluation shall require that at least one Type III assessment be used for each category of teacher.

The plan will state the general nature of any Type III assessment chosen (e.g., teacher-created assessments, textbook assessments, portfolios, etc.) 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.

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.

Website Links

Balanced Assessment on ISBE's website - this site contains resources including presentation modules that can be used for staff training, an Assessment Inventory Tool, sample classroom assessments, and information on measuring student growth.

Balanced Assessment on Foundational Services website - this site includes training materials that utilize ISBE's Balanced Assessment Framework and Inventory. School districts can also contact their local ROE/ISCs if they would like assistance and/or a trainer to deliver the materials created by Foundational Services for Balanced Assessment.

Guidance on Implementing the Student Growth Component in Evaluation Systems - this PEAC guidebook was created for Joint Committees to use as a starting point for implementing the student growth component in evaluation systems.

Links to Previous PERA Coach Issues

October Issue - focus on getting started and the work of the PERA joint committee.

November Issue - focus on developing a communication plan and evaluating teacher practice.