

Factoring Growth Models Into Administrator and Teacher Performance Evaluations

-- a presentation for --

ECRA Growth Model Seminar
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Factoring Growth Models Into Performance Evaluations

- National trend is for performance evaluation of administrators and teachers to be tied to student achievement
- Race to the Top

Factoring Growth Models Into Performance Evaluations In Illinois

- For some time in Illinois, multi-year superintendent and administrative contracts must be based on student performance

Factoring Growth Models Into Performance Evaluations in Illinois

- Superintendent Multi-Year Contracts:
 - ▶ School districts may employ a superintendent under a multi-year “performance-based contract” not exceeding 5 years

Factoring Growth Models Into Performance Evaluations in Illinois

- Superintendent Multi-Year Contracts:
 - ▶ “Performance-based contracts” must be “linked to student performance and academic improvement within the schools of the district.”

[105 ILCS 5/10-23.8]

Factoring Growth Models Into Performance Evaluations in Illinois

- Principal and Other Administrator Multi-Year Contracts:
 - ▶ School districts may employ principals and other administrators under a multi-year “performance-based contract” not exceeding 5 years

Factoring Growth Models Into Performance Evaluations in Illinois

- Principal and Other Administrator Multi-Year Contracts:
 - ▶ “Performance-based contracts” must be “linked to student performance and academic improvement attributable to the responsibilities and duties of the principal or administrator.”

[105 ILCS 5/10-23.8a]

Factoring Growth Models Into Performance Evaluations in Illinois

- Performance Evaluation Reform Act of 2010 (PERA)
 - ▶ Public Act 096-0861
 - ▶ Effective January 15, 2010

Performance Evaluation Reform Act

- Finding:

- ▶ “Effective teachers and school leaders are a critical factor contributing to student achievement.”

Performance Evaluation Reform Act

- **Finding:**

- ▶ “Many existing district performance evaluation systems fail to adequately distinguish between effective and ineffective teachers and principals. A recent study of evaluation systems in 3 of the largest Illinois districts found that out of 41,174 teacher evaluations performed over a 5-year period, 92.6% of teachers were rated “superior” or “excellent,” 7% were rated “satisfactory,” and only 0.4% were rated “unsatisfactory.”

Performance Evaluation Reform Act

- Finding:

- ▶ “Performance evaluation systems must assess professional competencies as well as student growth.”

Performance Evaluation Reform Act

- Finding:

- ▶ “School districts and the State must ensure that performance evaluation systems are valid and reliable and contribute to the development of staff and improved student achievement outcomes.”

Performance Evaluation Reform Act

- PERA mandates that student performance data be a significant factor in teacher and principal evaluations

Performance Evaluation Reform Act

- PERA also mandates that:
 - ▶ teachers and principals be rated using 4 categories:
 - excellent
 - proficient
 - needs improvement
 - unsatisfactory

Performance Evaluation Reform Act

- Implementation dates for PERA's mandates:
 - ▶ 4 evaluation categories are required to be used on or after 9-1-2012

Performance Evaluation Reform Act

- Implementation dates for PERA's mandates:
 - ▶ Implementation date for use of teacher evaluation plans using student performance data as a significant factor:
 - 9-1-2012 – for at least 300 schools in CPS
 - 9-1-2013 – for remainder of schools in CPS
 - 9-1-2015 -- for the lowest performing 20% of schools (other than CPS)
 - 9-1-2016 – for all other school districts (other than CPS and the lowest performing 20%)
 - Date specified in the grant -- if district is receiving a Race to the Top Grant

Performance Evaluation Reform Act

- Implementation dates for PERA's mandates:
 - ▶ Principal evaluations must provide for the use of data and indicators on student growth as a significant factor in rating performance on or after 9-1-2012.

Performance Evaluation Reform Act

- The teacher evaluation plan must:
 - ▶ Meet the standards and requirements for student growth and evaluation established under Section 24 A-7 of the School Code's provisions addressing teacher evaluation.

Performance Evaluation Reform Act

- The teacher evaluation plan must specifically describe:
 - ▶ how student growth data and indicators will be used as part of the evaluation process.

[105 ILCS 5/24A-4]

Performance Evaluation Reform Act

- The teacher evaluation plan must specifically describe:
 - ▶ how student growth data and indicators will relate to evaluation standards.

[105 ILCS 5/24A-4]

Performance Evaluation Reform Act

- The teacher evaluation plan must specifically describe:
 - ▶ the assessments or other indicators of student performance that will be used in measuring student growth and the weight that each will have.

[105 ILCS 5/24A-4]

Performance Evaluation Reform Act

- The teacher evaluation plan must specifically describe:
 - ▶ the methodology that will be used to measure student growth.

[105 ILCS 5/24A-4]

Performance Evaluation Reform Act

- The teacher evaluation plan must specifically describe:
 - ▶ the criteria other than student growth that will be used in evaluating the teacher and the weight that each will have.

[105 ILCS 5/24A-4]

Performance Evaluation Reform Act

- A school district must use a joint committee composed of equal representation selected by the school district and its teachers or union to incorporate the use of data and indicators of student growth as a significant factor in rating teacher performance into the evaluation plan.

Performance Evaluation Reform Act

- ISBE is authorized to adopt rules to implement PERA
- Rules must be developed through a process involving collaboration with the Performance Evaluation Advisory Council (PEAC)
- PEAC posts information on ISBE's website at <http://www.isbe.state.il.us/PEAC/default.htm>

Performance Evaluation Reform Act

- Illinois school districts **must** be ready. PERA prohibits school districts from waiving PERA's requirements for:
 - ▶ student performance data to be a significant factor in teacher or principal evaluations; or

Performance Evaluation Reform Act

- PERA also prohibits school districts from waiving PERA's requirements for:
 - ▶ teacher and principals to be rated using 4 categories of:
 - excellent
 - proficient
 - needs improvement
 - unsatisfactory

Implementing PERA

- Much at stake for stakeholders
- Teacher and principal evaluation systems **must be defensible**

Factoring Growth Models Into Performance Evaluations in Illinois

- Future legislation?
 - ▶ SB 007