



## **Informational Memo - 2019-2020 Non-Tenured & Tenured Teacher Evaluation Ratings**

TO: School Board  
Superintendent Kocanda

FROM: Kelly Tess, *Assistant Superintendent, Professional Learning & HR*

June 11, 2020

### **Background**

By State law, the District is required to formally evaluate non-tenured teachers every year and tenured teachers every other year. The building principal or the assistant principal evaluates the teachers. Non-tenured teachers must receive their evaluation by March 15<sup>th</sup> of the school year. Tenured teachers must receive their evaluation by May 15<sup>th</sup> of the school year.

For the 2019/2020 school year, one hundred twenty four (124) teachers were evaluated. The remaining teachers were either on leave or were tenured teachers evaluated in the previous 2018-19 school year.

The District's evaluation system requires evaluators to determine a final summative rating from one of four categories: Excellent, Proficient, Needs Improvement, or Unsatisfactory. This aligns to the requirements in the State's Performance Evaluation Reform Act (PERA). The summative evaluation includes two ratings.

The Professional Practice evaluation accounts for 70% of the overall rating, based upon the Danielson Model. This model includes a review of a teacher's skills in four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

The Student Growth Measure accounts for 30% of the overall summative rating, which is based upon two student growth assessments. These assessments are mutually agreed upon between the teacher and the administrator and involve multiple meetings to establish the assessment tools, areas to measure, a mid-year check-in and final review of student data. An example of a student growth goal for a grade 3 teacher is:

<b>Student Learning Target(s):</b> <b>Reading</b>
<b>Each student will grow 2 reading levels by April 1, 2020.</b>
<b>Student Growth Assessment:</b>
Describe assessment to be used: <b>I will utilize the standardized assessment, Teacher's College, to determine each child's independent reading level. Independence is determined by 3 factors, including % accuracy, correct words per minute (fluency) and reading comprehension.</b>
Pre-test date administration and scoring: <b>October, 2019</b>
Date of midpoint check-in (optional): <b>Week of February 6, 2020</b>
Date of post-test administration and scoring: <b>March, 2020</b>
Number of students assessed: <b>18</b>

It should be noted that PERA exempts certain teachers from collecting Student Growth Data. This group "is included but not limited to school counselor, school psychologist, non-teaching school speech and language pathologist, school nurse, and social worker". This group is often associated with non-teaching responsibilities. For example, there are 14 tenured and 19 non-tenured teachers who were exempt from student growth measures this year.

As required by the state, the District established a PERA Committee to oversee the manner in which our District would collect Student Growth Data. The State provided guidelines, which the PERA Committee used to determine data collection processes for the evaluation tool.

For non-tenured teachers: at least one pretest and post-test or both pre-tests completed no later than November 15 and both posttests completed and scored no later than February 1.

For tenured teachers: at least one pretest and post-test or both pre-tests completed no later than December 15 and both posttests completed and scored no later than

April 1. If mutually agreed upon between evaluator and teacher, electronic reporting of assessment information is acceptable.

The District works closely with the WEA regarding PERA goals and reporting. The PERA/Evaluation Committee spent this year's meetings on selecting a new digital evaluation tool, TeachPoint, which will be implemented in Fall 2020. Training for evaluators and evaluatees will begin in August prior to the start of school. In addition to selecting a digital evaluation tool, the PERA/Evaluation Committee worked to write a purpose statement for the evaluation process. This purpose statement reads as follows:

*"As a community of professionals in The Winnetka Public Schools, we are equally committed to an engaging evaluation process which is fair, consistent, and empowering. We will partner in authentic observations and reflective conversations as part of a dynamic, continuous process in order to nurture growth, innovation, and the art of teaching in The Winnetka Public Schools."*

The PERA/Evaluation Committee also spent time this year developing a draft appeals process for any teacher under evaluation that receives an unsatisfactory rating. This appeals process is now required by the state to be in effect for the 2020/2021 school year. This appeals process will be presented to the Board at the August Board meeting. The process itself calls for an appeals Board with representation from both the teacher association and administration.

The PERA/Evaluation Committee will work next year to evaluate the effectiveness of TeachPoint as a digital evaluation tool, as well as coordinate with the District and WEA to adapt the evaluation process as it may apply to the potential need for a return to remote learning.

Below is an overview of the evaluations conducted with both Tenured and Non-Tenured faculty during the 2019-20 academic year:

**Tenured Evaluations**  
**June, 2020**

School	Performance					PERA					Summative				
	E	P	N	U	T O T A L	E	P	N	U	T O T A L	E	P	N	U	T O T A L
Crow Island	11	0	0	0	11	8	0	0	0	8	11	0	0	0	11
Greeley	7	1	0	0	8	7	0	0	0	7	8	0	0	0	8
Hubbard Woods	9	0	0	0	9	7	0	0	0	7	9	0	0	0	9
Skokie	17	3	0	0	20	16	0	0	0	16	19	1	0	0	20
Washburne	18	0	0	0	18	15	0	0	0	15	18	0	0	0	18
<b>TOTAL</b>	62	4	0	0	66	53	0	0	0	53	65	1	0	0	66
<b>Percentage</b>	93.9%	6.1%	0%	0%		100%	0%	0%	0%		98.5%	1.5%	0%	0%	

**Non-Tenured Evaluations**  
**June 2020**

School	Performance					PERA					Summative					
	E	P	N	U	T O T A L	E	P	N	U	T O T A L	E	P	N	U	T O T A L	
Crow Island	10	2	0	0	12	6	0	0	0	6	12	0	0	0	0	12
Greeley	6	5	0	0	11	7	0	0	0	7	11	0	0	0	0	11
Hubbard Woods	10	7	0	0	17	13	0	0	0	13	17	0	0	0	0	17
Skokie	3	4	1	0	8	8	0	0	0	8	7	0	1	0	0	8
Washburne	8	1	1	0	10	6	2	0	0	8	6	3	1	0	0	10
<b>TOTAL</b>	<b>37</b>	<b>19</b>	<b>2</b>	<b>0</b>	<b>58</b>	<b>40</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>42</b>	<b>53</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>58</b>	
<b>Percentage</b>	63.8%	32.8%	3.4%	0%		95.2%	4.8%	0%	0%		91.4%	5.2%	3.4%	0%		

**Ratings:**

**E = Excellent**

**P = Proficient**

**N = Needs Improvement**

**U = Unsatisfactory**

**Summary**

For the 2019-2020 school year, 124 teachers were evaluated. The remaining teachers were either on leave or were tenured teachers evaluated in the previous 2018-2019 school year. Of the 124 teachers who were evaluated, 93.3% received an overall “Excellent” rating, 5.2% earned an overall “Proficient” rating, 1.5% received an overall “Needs Improvement” rating, and 0% received an overall “Unsatisfactory” rating. Non-tenured teachers earned approximately 87.3% “Excellent”, 9.9% “Proficient”, and 2.8% “Needs Improvement” ratings. Of the tenured staff evaluated this year, 100% earned an “Excellent” rating and 0% were rated “Proficient”, and 0% “Needs Improvement” ratings. Neither group had an “Unsatisfactory” rating.