



A Community of Learners

Information Item: 2018-2019 Non-Tenured & Tenured Teacher Evaluation Ratings

To: School Board
Trisha Kocanda, *Superintendent*

From: Daniel P. Ryan, *Assistant Superintendent, Professional Learning & HR*

Date: June 5, 2019

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 15th of the school year. Tenured teachers must receive their evaluation by May 15th of the school year.

For the 2018-2019 school year, one hundred thirty five (135) teachers were evaluated. The remaining teachers were either on leave or were tenured teachers evaluated in the previous 2017-18 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 rankings.

There is the Professional Practice evaluation (70%), 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.

There is also the Student Growth Measure (30%), 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:

Student Learning Target(s):

Reading

Each student will grow 2 reading levels by April 1, 2019.

Student Growth Assessment:

Describe assessment to be used:

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.

Pre-test date administration and scoring:

October, 2018

Date of midpoint check-in (optional):

Week of February 6, 2019

Date of post-test administration and scoring:

March, 2019

Number of students assessed: 18

Overall, each building principal dedicated at least 2 additional hours per teacher to discuss, set up, and review PERA Student Growth Data. On average each principal evaluated 19 teachers, which amounted to an additional 38 hours of time devoted to the PERA Student Growth Data component of the evaluation document. 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.

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 acceptable.

The District has been working with the WEA regarding PERA goals and reporting. This fall, District administration will continue to work with the WEA Leadership

Team on updating the evaluation instrument and ways in which we will report PERA data in the future.

Below is an overview of the evaluations conducted with both Tenured and Non-Tenured faculty during the 2018-19 academic year:

Tenured Evaluations June, 2019

School	Performance					PERA					Summative				
	E	P	N	U	TOTAL	E	P	N	U	TOTAL	E	P	N	U	TOTAL
Crow Island	11	1	0	0	12	12	0	0	0	12	13	0	0	0	13
Greeley	10	0	0	0	10	10	0	0	0	10	13	0	0	0	13
Hubbard Woods	7	0	0	0	7	7	0	0	0	7	8	0	0	0	8
Skokie	9	1	0	0	10	10	0	0	0	10	10	0	0	0	10
Washburne	17	2	0	0	19	19	0	0	0	19	20	0	0	0	20
TOTAL	54	4	0	0	58	58	0	0	0	58	64	0	0	0	64
Percentage	93.1%	13.8%	0%	0%		100%	0%	0%	0%		100%	0%	0%	0%	0%

Non-Tenured Evaluations June 2019

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	1	0	0	11	11	0	0	0	11	14	2	1	0	17
Greeley	4	3	0	0	7	7	0	0	0	7	8	3	0	0	11
Hubbard Woods	11	3	0	0	14	14	0	0	0	14	15	1	0	0	16
Skokie	10	3	1	0	14	14	0	0	0	14	16	0	1	0	17
Washburne	4	2	0	0	6	6	0	0	0	6	9	1	0	0	10
TOTAL	39	12	1	0	52	52	0	0	0	52	62	7	2	0	71
Percentage	75%	23.1%	3.8%	0%		100%	0%	0%	0%		87.3%	9.9%	2.8%	0%	

Ratings:

E = Excellent

P = Proficient

N = Needs Improvement

U = Unsatisfactory

Summary

For the 2018-2019 school year, (135) teachers were evaluated. The remaining teachers were either on leave or were tenured teachers evaluated in the previous 2017-2018 school year. Of the 135 teachers who were evaluated, 93.3% received an "Excellent" rating, 5.2% earned a "Proficient" rating, 1.5% received a "Needs Improvement" rating, and 0% received an "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.