Principal and Teacher Evaluation

Incorporating student growth

A conceptually simple yet rigorous approach to incorporating student growth into administrator and teacher evaluations

LGM
Local Growth Model

Illinois
Land of Lincoln

Incorporating Student Growth into Principal and Teacher Evaluations

The Law

In 2010, the State of Illinois mandated that school districts design and implement performance evaluation systems that incorporate measures of student growth as a significant component of teacher and principal evaluations.

The Challenge

Attributing student growth to a specific teacher, program, or intervention is complex due to the sheer number of contributing factors that may explain the academic performance of children. The challenge is that school districts must ensure that these performance evaluation systems are valid and reliable. However, most local school systems do not have the analytic sophistication or capabilities within their organizations to choose and implement conceptually simple, yet scientific and defensible, models.

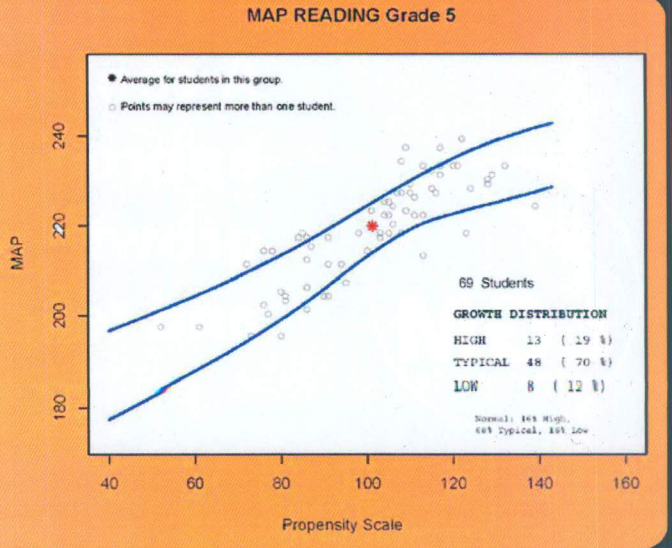
The Research

Research on value-added growth models warns against implementing overly simplified models, such as defining growth as the difference between a pre-test and a post-test. Instead, the research indicates the most valid and reliable growth models define growth normatively, and use data longitudinally by incorporating multiple historical data points on individual students. This ensures the influence of demographic and contextual variables are mitigated to an ignorable level.

The Solution

School systems must extend their capacity and capabilities through external partnerships. Local Growth Models offer a fair and transparent way to measure principal and teacher impact on individual students. LGM's are value-added growth models built at the local school system level upon the existing assessment foundation and practices of the school district. By generating a unique comparison for each student based on his or her individual past performance, the variance between a student's actual achievement and his or her projected achievement can be examined. Such information then can be aggregated and linked to district resource allocations so that informed decisions can be made regarding schools, programs, and personnel.

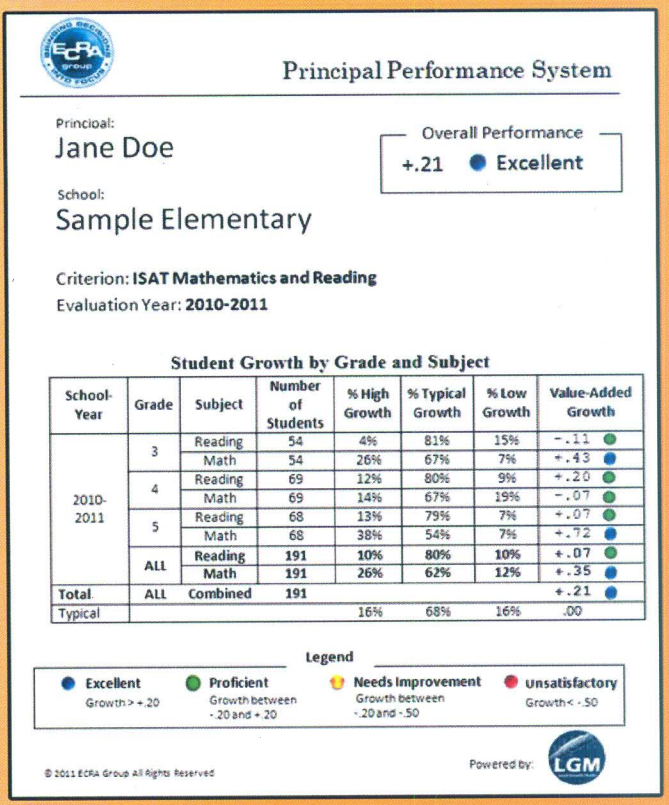
The ECRA LGM uses a visual framework to capture student growth at both the individual and group levels. The ECRA scatter plot superimposes actual growth versus expected growth that, at a glance, clearly reveals student growth at the individual and group levels. In addition, ECRA performs complex statistical calculations so that educators can be confident in the decisions they are making about principals and teachers.



Communicating Performance

Principal

The Principal Performance System summary report compares projected math and reading scores to actual student scores as a means to determine value-added growth. The value-added growth column summarizes the increase or decrease in scores compared to students' projected scores, which provides an overall picture of a principal's performance related to student growth.



Principal Performance System

Principal:
Jane Doe

Overall Performance
+.21 Excellent

School:
Sample Elementary

Criterion: **ISAT Mathematics and Reading**
Evaluation Year: **2010-2011**

Student Growth by Grade and Subject

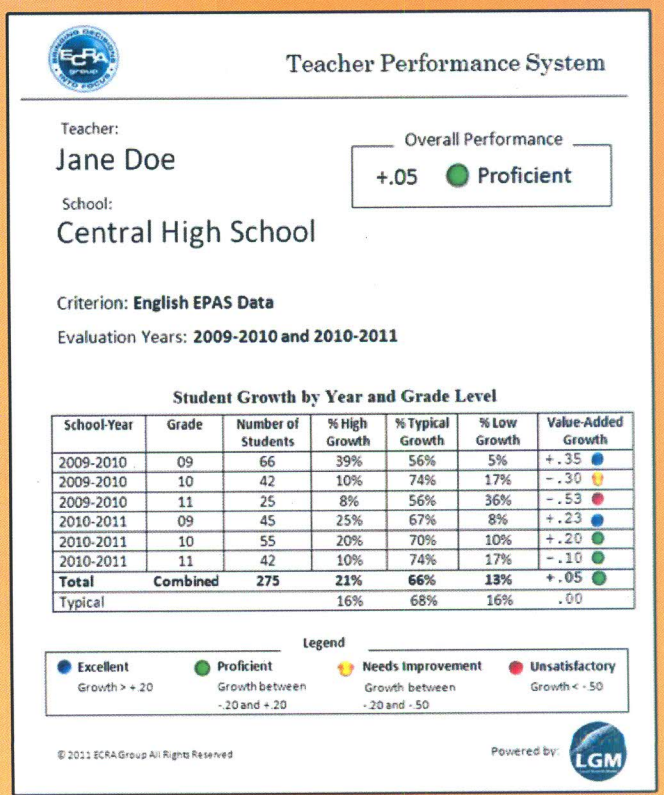
School-Year	Grade	Subject	Number of Students	% High Growth	% Typical Growth	% Low Growth	Value-Added Growth
2010-2011	3	Reading	54	4%	81%	15%	-.11
		Math	54	26%	67%	7%	+.43
	4	Reading	69	12%	80%	9%	+.20
		Math	69	14%	67%	19%	-.07
	5	Reading	68	13%	79%	7%	+.07
		Math	68	38%	54%	7%	+.72
	ALL	**Reading**	**191**	**10%**	**80%**	**10%**	**+.07**
		Math	**191**	**26%**	**62%**	**12%**	**+.35**
Total	**ALL**	**Combined**	**191**				**+.21**
Typical				16%	68%	16%	.00

Legend
Excellent Growth > +.20
Proficient Growth between -.20 and +.20
Needs Improvement Growth between -.20 and -.50
Unsatisfactory Growth < -.50

Powered by: LGM

Teacher

The teacher performance report compares individual student growth trajectories to determine if students taught by a particular teacher showed high growth, typical growth, or low growth. The model adjusts for the past performance history of each student in a teacher's class, providing a rigorous and defensible approach. A value-added growth score is calculated for each group of students and is aggregated to provide a single measure of value-added impact as it relates to student growth. In addition, the system provides important feedback to both the evaluator and the teacher regarding goal areas for improvement.



Teacher Performance System

Teacher:
Jane Doe

Overall Performance
+.05 Proficient

School:
Central High School

Criterion: **English EPAS Data**
Evaluation Years: **2009-2010 and 2010-2011**

Student Growth by Year and Grade Level

School-Year	Grade	Number of Students	% High Growth	% Typical Growth	% Low Growth	Value-Added Growth
2009-2010	09	66	39%	56%	5%	+.35
2009-2010	10	42	10%	74%	17%	-.30
2009-2010	11	25	8%	56%	36%	-.53
2010-2011	09	45	25%	67%	8%	+.23
2010-2011	10	55	20%	70%	10%	+.20
2010-2011	11	42	10%	74%	17%	-.10
Total	**Combined**	**275**	**21%**	**66%**	**13%**	**+.05**
Typical			16%	68%	16%	.00

Legend
Excellent Growth > +.20
Proficient Growth between -.20 and +.20
Needs Improvement Growth between -.20 and -.50
Unsatisfactory Growth < -.50

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Principal Performance System

Principal:
John Doe

School:
Main Street Elementary

Overall Performance

+.31 Excellent

Criterion: **ISAT and MAP Mathematics and Reading**

Evaluation Year: **2010-2011**

Student Growth by Grade and Subject

Grade	Subject	Test	Number of Students	% High Growth	% Typical Growth	% Low Growth	Value-Added Growth
3	READING	ISAT	70	13%	73%	14%	+0.08
		MAP	70	26%	67%	7%	+0.43
	MATH	ISAT	70	23%	70%	7%	+0.47
		MAP	70	16%	70%	14%	+0.13
4	READING	ISAT	71	38%	54%	7%	+0.72
		MAP	71	27%	62%	11%	+0.38
	MATH	ISAT	71	23%	62%	15%	+0.14
		MAP	71	21%	70%	8%	+0.16
5	READING	ISAT	78	26%	67%	8%	+0.32
		MAP	78	12%	80%	9%	+0.25
	MATH	ISAT	78	17%	68%	23%	+0.04
		MAP	78	9%	68%	23%	- 0.31
ALL	**Reading**	**ISAT/MAP**	**219**	**22%**	**66%**	**12%**	**+0.37**
	Math	**ISAT/MAP**	**219**	**18%**	**68%**	**14%**	**+0.18**
ALL	**Combined**		**219**	**20%**	**67%**	**13%**	**+0.31**
				16%	68%	16%	.00

Legend

- **Excellent** — Growth > +.30
- **Proficient** — Growth between -.30 and +.30
- **Needs Improvement** — Growth between -.30 and -.60
- **Unsatisfactory** — Growth < -.60

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