Educator Evaluation

Law: student growth part of evaluation
USBE rules must prescribe how calculated
GSD intends legal compliance, preservation of current evaluation system
Focus and Context

School Year 2015 - 2016
A Dubious Distinction

We are the best test administrators in the history of Granite School District . . .

but to what end?
Purposes of Assessments

**Pre-Assessments**
- Inform instruction needs
- Inform instruction strengths
- Establish growth baseline

**Interim/Post-Assessments**
- Feedback on instruction standards being taught
- Feedback on instruction efficacy of instruction
- Inform level of student proficiency
  - teacher
  - student
  - parent
- Demonstrate growth
Purposes of Professional Learning Communities

- Jointly (as grade levels or teams) plan instruction and common formative assessments based on assessment data
- Jointly share strategies based on assessment data
- Jointly plan interventions and extensions based on assessment data
Granite Way (with a dose of context)

- Fidelity to the Core - not fidelity to tools
- Instructional Framework - best teaching practices
- Tools and Assessments – maps, pacing guides, assessments
  - Why?
- Professional Learning Communities
  - To what end?
- MTSS – Tier I, II, III instruction
## Current Benchmark Assessments

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Interim Assessment</th>
<th>Final Assessment</th>
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<tbody>
<tr>
<td>Pre: 1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} &amp; 4\textsuperscript{th} Quarters</td>
<td>Post: 1\textsuperscript{st}, 2\textsuperscript{nd} &amp; 3\textsuperscript{rd} Quarters</td>
<td>SAGE (or 4\textsuperscript{th} Quarter Post)</td>
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Assessment of Assessments

- Too many assessments
- Benchmarks less than helpful
- Data difficult, if not impossible, to get in useful format
- Benchmarks wonderful
  - from schools that also loved YPP, Acuity
  - from schools tending to score above the line in their “demographic slices”

Frankly, we agree with all of these assessments.
Assessment of Assessments
Ongoing Project Next Steps

- Frequency
- Utility
Tested Subjects

- Math, ELA, Science
- Pre-/post quarterly benchmarks for each course created by Curriculum Dept with district teachers
- SAGE Interim and Summative tests for each course provided by state

Non-Tested Subjects

- All other courses with prescribed state standards
- Pre-/post quarterly benchmarks for each course created by Curriculum Dept with district teachers
- No state assessments for these courses
Frequency

Elementary, Secondary Tested Subjects

- 1st Semester Pre-
- 1st Semester Post-
- 2nd Semester Pre-
- SAGE Summative
- Three district assessments + state summative assessment (down from 7)

Secondary Non-Tested Subjects

- 1st Semester Pre-
- 1st Semester Post-
- 2nd Semester Pre-
- 2nd Semester Comprehensive Post
- Four district assessments (down from 8)
No testing windows, but consider the following:

- Pre-tests to be completed during first three weeks of each semester (new students any time)
- Posts to be completed no later than during last two weeks of each semester

How will you know if it’s being done?
Teacher prints two copies - one for principal, one for teacher to share with colleagues in PLC
### UTIPS Mastery Report

#### Standards Mastery

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<td></td>
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<td>Explain the rights and responsibilities of good citizens.</td>
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- **Student Names**:
  - 25 items
  - 656 results

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**Assessment ID**: 365441

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**Overview**

**Items**

**Participants**

**Sharing**

**Results List**

**Score Distribution**

**Item Report**

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**Assessment Details**

- **Assessment ID**: 365441
- **Total Items**: 25
- **Total Results**: 656
11. Which activity is a responsibility of the governor in state government?

- Voting on bills in the legislature: 18%
- Signing bills into law: 18%
- Deciding if a law is constitutional: 36%
- Choosing state legislators: 27%

4 of 22 students chose option b. Signing bills into law.
Interim reports by teacher and by student provide three things:

- a score (e.g. 562)
- ‘+,’ ‘=’ or ‘–’ signs
- other information about performance relative to others

Do not provide information necessary to inform instruction, give feedback on instruction or proficiency.

Do take significantly longer to administer than benchmarks.

So we are not prohibiting their use, but they do NOT replace benchmarks.
Upcoming Practical Exercise

- Remember the purposes for assessments
- Consider some expectations for PLCs
If a teacher teaches a tested subject, that subject determines the team.

If a teacher teaches multiple tested subjects or multiple untested subjects, the subject taught the most determines the team.
Jointly (as grade levels or teams) plan instruction and common formative assessments based on assessment data

Jointly share strategies based on assessment data

Jointly plan interventions and extensions based on assessment data
FAs Versus CFAs

Use of FAs
- short end of unit/specific concept assessments

Use of CFAs
- helpful for planning, collaborating, helping one another
- to inform PLCs

Purposeful use
- consider context
- not about compliance but outcomes
A Note on Text Chapter Tests

Texts are tools to be used selectively.

Prepared chapter tests are to be used selectively.
  - only questions relevant to standard taught

Progress of some students is monitored regularly for several reasons.
  - prepared chapter tests - effective progress monitoring tool of standards taught
Practical Exercise: Pre-Assessments

What do these reports tell you about students in different classes?
- needs
- strengths

What should a PLC be discussing given this information?
Should all classrooms be doing the same thing day-to-day?

Is there value in sharing this information with parents/students?

Other observations?
Practical Exercise: Post-Assessments

What information does this report provide about what is and isn’t being taught/learned overall?

What does this report tell you about individual learners?
Practical Exercise: Post-Assessments

- What discussions should this report prompt in PLCs?
- Is there value in sharing this information with parents/students?
- Other observations?
Ongoing Project

Issue: still takes a few steps to print report
  - working toward greater automaticity
  - working toward housing non-tested on same platform
  - working toward haptic capacity for questions

Issue: some teacher concerns about benchmark questions
  - providing form for teacher feedback
  - inviting teachers for routine question revision