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## **New UChicago Consortium Report: In the third year of REACH, teachers remain positive about potential to improve instruction, negative about use of student growth**

CHICAGO – Three years after the launch of Chicago’s redesigned teacher evaluation system, REACH Students, most teachers and administrators continue to report they believe REACH has the potential to improve instruction and student learning, and they remain negative about the use of student growth in evaluations.

*Teacher Evaluation in Practice: Year 3 Teacher and Administrator Perceptions of REACH*, the latest report from the University of Chicago Consortium on School Research’s (UChicago Consortium) three-year study of the new evaluation system, focuses on teacher and administrator perceptions and presents teachers’ summative ratings for all three years of REACH. Using survey data from 2014-15, the report finds that 61 percent of teachers agreed or strongly agreed they were satisfied with the evaluation system. In addition, over 60 percent of teachers and over 80 percent of administrators agreed or strongly agreed REACH will lead to better instruction and improved student learning. A majority of teachers continue to favor observations over student growth as measures of performance. Seventy-six percent of teachers perceive classroom observations as a fair way to evaluate their performance. Meanwhile, 72 percent disagree or strongly disagree that value-added measures are a fair way to evaluate performance.

“What is notable here is that teacher and administrator’s perceptions of the system’s potential and the use of student growth in evaluations have remained largely constant as they have gained more experience with REACH,” said Jennie Jiang, a Senior Research Analyst at UChicago Consortium and one of the study’s authors.

**Most teachers feel their evaluators are fair and able to accurately assess their practice .**

Seventy-one percent of teachers responded 'to a great extent' when asked if their evaluator was fair and unbiased, and if their evaluator was able to accurately assess their performance.

**Teachers and administrators feel the observation process encourages reflection and improvements in practice.**

Ninety percent of teachers agreed or strongly agreed the observation process has encouraged them to reflect on their practice, and 88 percent reported it has changed their teaching. Seventy-seven percent of administrators report most or all of their teachers have incorporated the feedback into their teaching and 60 percent of administrators report most or all of their teachers have made noticeable improvements over the year.

**Teachers and administrators continue to report the evaluation system increases stress.**

Teachers and administrators continue to report that REACH has increased their levels of stress and anxiety. Seventy-seven percent of teachers and 68 percent of administrators agree or strongly agree the evaluation process has increased their own level of stress and anxiety.

"Research tells us the success of any educational reform is largely dependent on how the individuals involved interpret and act on the reform. Therefore it is important to document teacher and administrator perceptions over time and take them in to account when planning or revising an initiative," said Jiang.

*For 25 years, the University of Chicago Consortium on School Research has been building the capacity for school reform by conducting research that identifies what matters for student success and school improvement.*