Ewing Grade School Student Growth

And SLO Guidebook

2018-2019

Assurance Statement of Teacher Involvement

The following evaluation plan of Ewing-Northern Community Consolidated School District # 115 was developed by the Performance Evaluation Reform Act Joint Committee. By law, the committee must have equal representation of administration and Union leadership. The Teacher Evaluation Plan was agreed upon and approved on Friday, April 29, 2016 in accordance with the 180 day timeframe.

_Original Plan Signed _____ _____

Administration Date

_____ _____

Union Leadership Date

Introduction to Student Growth

Illinois's new teacher evaluation system provides educators with a rich and more detailed view of their performance and effectiveness in the classroom. Teachers will have opportunities to focus on specific strengths and areas of improvement which will contribute to the overall success of their students. Our continued goal is to focus on the future and to meet the needs of all of our students in a safe, nurturing, environment so that all may reach their fullest potential.

Measuring student growth through the use of well written assessments and the Student Learning Objective (SLO) framework allows teachers to accurately monitor and implement teaching strategies that directly relate to student achievement. Teachers can evaluate a student's progression in a meaningful way and can make adaptations as needed to increase individual growth. SLOs provide teachers with a framework to individualize instruction to meet the needs of students and maximize overall academic performance.

The new evaluation system consists of two connecting layers which work around a teacher's effectiveness in the classroom. The "Practice" component, will calculate as 70% of the summative evaluation rating. (For school years 2016-2017 and 2017-2018, the "Practice" component will calculate as 75% of the summative evaluation rating). The District will utilize the Danielson Framework for Teaching, classroom observations, and reflective practices to evaluate teachers' professional practice portion of his/her evaluation. The "Student Growth" component will calculate as 30% of the summative evaluation rating. (For school years 2016-2017 and 2017-2018, the "Student Growth" component will calculate as 25% of the summative evaluation rating). Teachers and evaluators will have a more complete picture of a teacher's performance. A meaningful dialogue will contribute to a more effective evaluation process.

Measurement Model

A Measurement Model is a way in which two or more assessment scores are used to identify a change in a student's knowledge or skills over time. Ewing Grade School teachers will utilize the **Adaptive Conditional Model** to analyze assessment data to determine student growth. The *Adaptive Conditional Model* consists of a combination of collected data and prior experience as well as baseline data (pretest) which is utilized for setting growth targets. For example, some students past history or conditions may cause teachers to predict greater or lesser growth over the period of time.

Student Growth Assessment Requirements

The implementation of the measure of student growth in Illinois is guided by the Illinois Administrative Code Part 50. Stated in this code, teachers are required to use at least two assessments. PERA law has defined assessments according to three distinct types: Type I, Type II, and Type III. Below describe the criteria for each assessment type.

An assessment inventory has been created from which teachers can select an assessment from a menu of options. **See Assessment Inventory

Type I Assessment

- **Definition:** An assessment that (a) measures a certain group of students in the same manner with the same potential assessment items, (b) is scored by a nondistrict entity, and (c) is widely administered beyond Illinois
- **Examples:** Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests, Scantron Performance Series, ACT

Type II Assessment

- **Definition:** An assessment adopted or approved by the school district and used on a district wide basis (i.e., administered by all teachers in a given grade or subject area)
- **Examples:** Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers

Type III Assessment

- **Definition:** An assessment that is (a) rigorous, (b) aligned with the course's curriculum, and (c) determined by the evaluator and teacher to measure student learning
- **Examples:** Teacher-selected assessments, teacher-created assessments, performance assessments

Categories of Teachers and Assessment Types Teacher Evaluation Plan

Kindergarten-4

Grade Level	Assessment Type # 1	Assessment Type # 2	Content to be Tested
Kindergarten	Type I or Type II	Type III	Language Arts & Math
First	Type I or Type II	Type III	Language Arts & Math
Second	Type I or Type II	Type III	Language Arts & Math
Third	Type I or Type II	Type III	Language Arts & Math
Fourth	Type I or Type II	Type III	Language Arts & Math
Title	Type I or Type II	Type III	2 Language Arts
K-4 Special Education	Type I or Type II	Type III	Language Arts & Math
Interventionist	Type I or Type II	Type III	Language Arts

Middle School (5-8)

Grade Level /Subject Area	Assessment Type # 1	Assessment Type # 2	Content to be Tested
English	Type II	Type III	2 Language Arts/Writing
Reading	Type I or Type II	Type III	2 Language Arts
Math	Type I or Type II	Type III	2 Math
Science	Type II	Type III	2 Science
Social Science	Type II	Type III	
5-8 Special Education	Type I or Type II	Type III	Language Arts & Math

*Departmentalized teachers that teach more than one subject may choose to use an assessment from each content area.

Specialized Teachers

Grade Level	Assessment Type # 1	Assessment Type # 2	Content to be Tested
Special Sciences and Arts	Type II or Type III	Type III	Sciences or Arts
Music	Type II or Type III	Type III	2 Music
Computers	Type II	Type III	2 Computers
Physical Education	Type II	Type III	2 Physical Education

***The PERA Committee will provide a list of current assessments that teachers may pick from to administer his/her assessments for the student growth component. If an instance arises where a teacher would like to request the usage of an additional assessment not listed within the plan, the teacher and the evaluator may decide if the assessment is acceptable. If an agreement cannot be established between the teacher and the evaluator, then the PERA committee shall make the final decision.*

Type I	Type II * ***No SARA Chart Needed***	Type III
• PARCC	• Aimsweb	***Must Complete Rigor Chart (SARA) for the following:***
• Iready	• Reading Plus	• Performance Based Tasks
• iXL	• Running Records	• Teacher Created Tests
	• Read Naturally	• Grade Level Skills Test
	• Lexia	
	• Words Their Way	
	• QRI or SRI	
	• Keyboard Assessments	
	• President's Challenge	
	• Timed Fitness Test	
	• Nonmanipulated Unit /Books Tests	
	• KIDS	
	Must Complete Rigor Chart (SARA) for the following:	
	• Performance Based Tasks	
	• Grade Level Skills Test	

Assessment Inventory

Student Growth Ratings: (2018 and beyond)
Assessment 1= 15%
Assessment 2 = 15%
Overall Student Growth Rating = 30%

The PERA Committee acknowledges the plan as a "Living Document" and will meet annually to review and/or make adjustments if needed.

Assessment Administration

Type I Assessments:

Certified teachers will administer these assessments according to the written guidelines for the tests. The testing environment should be as similar as possible, same length of time given, noise and distractions reduced, and room set-up guidelines followed (such as covering of posters, etc.) Instructions should be uniform and delivered as written. During the test, no help may be offered after the timer starts. Teachers should monitor students and keep within the time requirements. Accommodations must be given as required by an IEP document, and if necessary, the teacher and evaluator may approve an accommodation for a general education student.

Type II/III Assessments:

Certified teachers will administer these assessments and should keep testing conditions as similar as possible. The length of time for pre/posttest should be considered equal. Noise and distractions should be reduced. Teachers can clarify directions, but not content, and must monitor students. Any IEP modification must be the same for both the pre and post-assessment. Upon completion of the assessment, students can be shown their overall score, but **cannot** be allowed to keep any form of the assessment to protect its security (Test cannot be sent home (BS)).

General Overview of the SLO Process and Test Administration

Type I, II and III Administration

Assessment Approval

Assessments must be turned in for approval to the evaluator no later than ***August 1st and/or January 10th.*** It will be the goal of the evaluator to approve assessments within ten working days. All Type III assessments must have the Standards Alignment and Rigor Analysis Chart (*SARA Chart*) completed for approval. Note: There are two Type II assessments (Performance Based and Grade Level Skills Tests) that must also have the *SARA* chart completed in its entirety at the time of approval. All other Type II assessments must only complete the top portion of the *Sara Chart*.

- Once an assessment has been approved, teachers are not required to go through the assessment approval process each semester unless the assessment and/or grading procedures have been altered.
- If administering a preapproved assessment by assessment approval deadlines (August 1st or January 10th), teacher must inform evaluator in writing of the assessment being utilized for student growth.

Administer the Pre-assessment

Upon approval of the pre-assessment, delivery of the pre-assessment should be given by ***September 15th or January 15th***. Any student who enrolls in the teacher's class during this time period will be tested and included as part of the student population for this assessment piece. Any student arriving after September 15th or January 15th may be given the pre-assessment but his/her scores will be evaluated on a case by case basis with teacher and evaluator to determine if scores will be used in overall student growth data.

A scoring guide should be completed for each assessment in order to curtail bias grading. Any constructed response testing item must have a rubric for grading purposes. This grading guide must be shared and discussed with the evaluator prior to test administration.

Fill out the SLO template (Elements 1, 2 and 3)

Using the data collected from the pre-assessment, teachers complete the SLO template to include the learning goal, instructional methods, and growth targets. A meeting is then set with the evaluator, to go over the SLO design to determine its overall approval for the evaluation process. SLO growth targets should be determined ***within ten working days*** after the pre-assessment and a meeting with the evaluator must be set to determine the overall SLO approval. Note: Meeting is not required to take place within the ten working days after the pre-assessment, but must occur within a timely manner.

Administer the Mid-Point Check

It is important to remember that during the course of the SLO process, student progress must be monitored and instruction adjusted. An assessment is used to determine if progress is headed in the right direction. The Mid-point check is an assessment that is different from the pre-assessment, but contains mirrored questions and concepts. The score from this assessment is NOT used in the calculation of student growth, but is meant to serve as a guide for future instruction. This will allow teachers to speak with evaluator about adjusting growth targets, if needed.

Administer the Post-Assessment

The post assessment is a mirrored form of the pre-assessment and must be ***administered by December 15th or May 15th.*** Note: If assessment is given on May 15th the ten working days may or may not exceed the end of the school year. Therefore, in this circumstance, all SLO and assessment paperwork must be completed and turned in before leaving for summer break. If a teacher wants their 10 working days, they can continue into summer break but cannot be continued the following school year. Compare pre-assessment data with post-assessment data and determine growth for each student.

Complete the SLO template (Element 4 and 5 Evaluator Completes Element 5)

Complete the remaining elements of the SLO template to share with the evaluator. Any student who was not enrolled for the Pre-Assessment may take the exam, but his/her scores will not be counted in the final growth ratings. Schedule a meeting with the evaluator and make sure to attach all testing results, data, and graphs.

What is an SLO?

What is a Student Learning Objective?

A Student Learning Objective (SLO) is a measurable, long-term goal of academic growth that represents a portion of a teacher's impact on student learning. SLOs represent the process of gathering and analyzing student data, using that data to set student growth targets, and assessing whether students have met those goals at the end of an instructional period. SLOs offer a formalized, collaborative process for using student growth data in evaluations.

Why are SLOs important?

Setting goals for students and measuring progress toward those goals is good teaching practice. Using SLOs gives administrators an opportunity to let evaluation results shape professional learning opportunities for teachers.

- SLOs promote collaboration between teacher and administrator, which brings a sense of ownership to teachers in the overall evaluation process.
- SLOs are non-competitive, which enables greater collaboration among teachers within and across grades and subjects.
- SLOs provide an opportunity to examine student growth data by gathering baseline scores, setting measurable goals for improvement, and assessing growth with a summative test.

SLO Process

Note: Deadlines within the Student Growth process are vital and critical. Failure to meet any deadline will be reflected within your Professional Practice rating. A rating of "Basic" on Danielson Component 4B will be assigned to a teacher that does not meet any student growth deadlines within his/her evaluation year. (Please Note: If an extenuating circumstance arises that may impede the teacher from meeting his/her deadlines during his/her evaluation year, then the teacher and evaluator will meet to establish a plan of action. If a plan of action cannot be agreed upon, then the PERA team will make a final decision. Additionally, if a teacher is collecting data on a non-evaluation year and misses a deadline, he/she will not be allowed to use the data results for evaluation purposes).

SLO Process for Teachers

1. Choose the Assessment and Identify the Learning Content

The SLO process begins with reflection: How will the teacher measure the effectiveness of instructional strategies and student growth at the end of instruction? An SLO should measure only the most important learning content or skills in the course (key concepts). The teacher or team must decide initially what specific content and skills the SLO will target. Then, the teacher should use those content standards to select or develop an aligned, appropriate assessment with which to measure growth. This requires careful selection by both the teacher and the administrator to ensure that the assessment is high quality. The SLO Assessment Approval Checklist is a great tool for quality control. (See appendix)

2. Determine the Interval of Instruction

The teacher must then decide how much time students need to demonstrate the desired growth. Ultimately, an SLO must offer enough time for the expected growth to occur from the beginning of instruction to the end. (August to December or January to May)

3. Gather Baseline Data

Before deciding how to get students to reach their growth targets, teachers need to know how well prepared their students are for the course content. Teachers will use the assessments approved by the administration and/or PERA team each year to determine students' baseline knowledge. Pre-assessments can help teachers identify any learning gaps among the most important content standards. By analyzing baseline data, teachers can ensure the selection of appropriate targets and instructional strategies. The SLO Template presents a great framework for recording baseline data and ensuring a high quality SLO that includes all of the necessary elements. (Data template provided within the SLO template.)

Student growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced on two or more assessments between two or more points in time. Student growth is not the same as attainment. **Attainment** is a measure only at a single point in time. Therefore, attainment is not as beneficial as using growth which measures average change over one point in time to another.

4. Identify Student Populations

Teachers must next identify the student population to which each SLO will apply. Although each SLO should serve as many students as possible, teachers should consider developing tiered targets if the baseline data shows a significant gap in skills and knowledge among students.

Upon determining the student population, all participating students are listed on the Student Learning Objective (SLO) roster. This student population will be included in the SLO and whose growth throughout the instructional unit will be used for evaluation purposes. This roster must be completed at the end of the testing window. This document must be submitted to the evaluator.

When developing assessments to be used for evaluation purposes, any data should be reflective of the instruction that takes place inside the classroom. Thus, students with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation, and the ***teacher's final SLO roster*** may be different than the teacher's actual in-class roster. Exceptions are allowed, but will be based on evaluator approval and attendance data.

5. Set Growth Targets

A growth target is the amount of improvement the teacher expects to see from the intended student population. When setting a growth target, teachers should consider the baseline data of the student population and set ambitious but achievable goals. Then, the teacher should develop a rationale for why the targets appropriate. (Ex. Half way to 100, points gained)

Once the pre-assessment is given to the identified group of students, growth targets must be set. A growth target is a specific, measurable, objective aligned goal for a defined student population within an SLO. There are many different ways to determine a growth target. The chosen method must be agreed upon by the teacher and evaluator to ensure that the targets are ambitious for each student. *Remember: Growth targets should be ambitious, yet realistic for students to achieve in the specified period of time. These growth targets must be entered into a data form and submitted to the evaluator once completed.* SLO growth targets should be determined ***within ten working days*** after the pre-assessment and a meeting with the evaluator must be set to determine the overall SLO approval.

6. Initial SLO Approval

Once the SLO is complete (elements 1, 2, and 3), the teacher should submit the SLO to the qualified evaluator within the expected timeframe. Each assessment will require a separate SLO template to be completed. The template is composed of five elements, each specifically asking questions based on the selected learning goal. Teachers should read through this document before completing the SLO template for the evaluator. (See appendix for SLO Template).

7. Regularly Track Progress

To ensure that students are on track to reach their SLO goal, the teacher must monitor progress by recording formative data along the way. Accurate formative data allows the teacher to adjust instruction as necessary and continuously inform students of their progress.

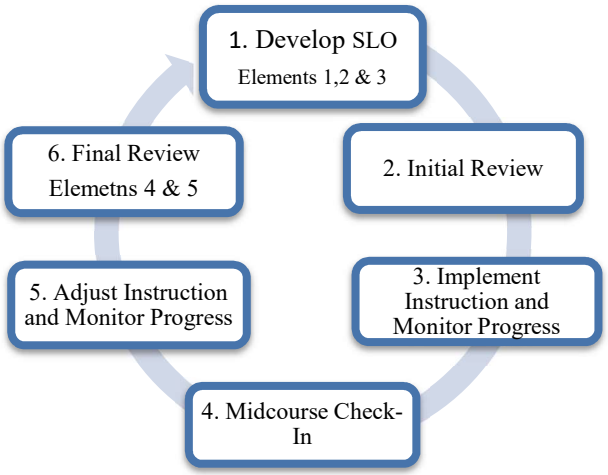
As teachers are working towards the SLO targets, it may become apparent that adjustments to the growth targets are needed. This process will require a teacher initiated meeting with the evaluator to go over data and gain approval to make adjustments to the growth targets. This meeting must be initiated upon ten working days after administering the mid-point assessment or the midpoint date of the unit. This meeting is called by the teacher who provides the evaluator with evidence warranting a change in the student growth targets. All changes must be approved by the evaluator. (If an agreement cannot be reached regarding growth target adjustments, then an appeal may be made to the PERA committee for final decision.) After this time period, the SLO is locked and the final growth data will be determined using the set population and growth targets.

8. Administer the Post-Test and Complete the Summative Scoring Spreadsheet

Success on SLOs is determined by performance on the designated post-assessment. Summative results should be recorded on the Summative Scoring spreadsheet to document overall performance. All post-test must be administered no later than **December 15th and/or May 15th**. (Note: If assessment is given on May 15th the ten working days may or may not exceed the end of the school year. Therefore, in this circumstance, all SLO and assessment paperwork must be completed and turned in before leaving for summer break. If a teacher wants their ten working days, they can continue into summer break but cannot be continued the following school year.)
Once the post-assessment has been scored, the data must be analyzed and compared to the growth targets set for individual or groups of students. This should be done within ten working days after the administration of the post assessment. Teachers will document how many students **met** their growth target. In addition, the teacher may document how many students exceeded or did not meet their growth targets and why that may have been. After all the calculations are complete, a meeting must be set with the evaluator to go over student growth data and complete the SLO cycle. **This meeting should be initiated by the teacher as SLOs will end at various times throughout the school year.**

9. Final Review

Finally, the teacher should meet with the evaluator to discuss performance on the SLO using the summative growth rating worksheet.



Steps in the SLO Process

Step 1: Determine the Learning Goal

A **learning goal** is a targeted, long-term goal for advancing student learning. The learning goal is a broad statement or objective that encompasses what students will be expected to know and be able to do by the end the SLO time frame. It should be aligned to the expected standards for the course and grade level.

Directions for determining Learning Goals:

- ✓ **Review** your grade level/key content standards and expectations. (Endurance and Leverage)
- ✓ **Develop** a one to two sentence objective explaining what students will be able to know or do by the end of your instructional period. This information is recorded in Element 1 on the SLO template.
- ✓ **Collaborate** (if necessary) with grade level members or content area teachers to ensure that the learning goal will prepare students for the next grade level and that it reaches the correct depth of knowledge.

Step 2: Determine the Population

In Element 1 of the SLO template, teachers must identify students that will be included in their Student Learning Objective. All students participating in a teacher's particular subject area must be included on the SLO roster. This student population will be included in the SLO and whose growth throughout the instructional time frame will be used for evaluation purposes. When developing SLOs to be used for evaluations, any data should be reflective of the instruction that takes place inside the classroom. Thus, students with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation. The ***teacher's final SLO roster*** may be different than the teacher's actual in-class roster.

Ewing Grade School has identified the following criteria for the Student Population portion of the SLO:

- **90% attendance** is assumed
- **Pre-test data** available for each student included
  - **Enrollment Deadlines:** Students who enroll in a class ten days after the pre-assessment administration may be excluded from SLO roster/data.

What do these criteria mean for teachers?
1) First, **students with 90% attendance or higher will be included on a final SLO roster** at the end of the evaluation cycle. Teachers will include ***all*** students with pre-test data at the beginning of the SLO process, but those students who do not meet the attendance and/or enrollment minimums will be excluded from the teacher's summative student growth rating for the SLO. The teacher will record the students' pre-test and post-test data, but then indicate which students' growth scores will not be used for evaluative purposes due to lack of class attendance.

2) Additionally, **students must be present for the pre-test** and must be continuously participating after that date. All pre-assessments must be administered by **September 15th and/or January 15th**. Any students enrolling within ten school days from the pre-assessment date must be tested and included with the SLO roster / data. Thus, any student who does not meet these enrollment guidelines will not be included on a teacher's final SLO roster. Teachers must test any students who enrolls in class and meets the enrollment deadlines.
It will be important for teachers to **track data on students** who may miss their specific class for medical reasons, doctor/dentist appointments, sporting related events, other school related programs, etc. It is the responsibility of the teacher to provide this information as evidence in order to exclude a student from his/her SLO roster.

3) In the event changes occur in a student's educational program that may affect the student growth process, teacher must document within the SLO the changes and provide an explanation as to why changes are necessary. Teacher and evaluator must sign off on any changes made.

Step 3: Administer the Assessment

Teachers will identify the assessment they will be using to measure student growth. High quality, administrator approved assessments are given to inform instruction and ensure accurate measures of student growth. Each teacher will need at least two assessments. If the teacher creates his/her own assessment, the evaluator must approve the assessment before it is administered. The Standards Alignment and Rigor Analysis Chart *(SARA)* in its entirety (due with assessment upon approval August 1st and/or January 10th) will be used to ensure the rigor of the assessment.

Ewing Grade School has identified the following criteria for the Assessment portion of the SLO:
All teacher-created assessments must meet the following criteria:

- ❑ Administered in a **consistent manner**
- ❑ **Aligned** to state standards
- ❑ The **test and data** must always be secure
- ❑ Produce **timely and useful data**
- ❑ Is **Standardized** meaning it has the same content, administration, and results reporting for all students

Consistent manner: The assessment must be administered in a similar manner on both the pre- and post-assessment. For example, if you allow calculators or dictation on the pre-assessment, then the same procedure and materials must be utilized on the post-assessment.

Aligned to state standards: Teachers should utilize appropriate content standards (state or national) when creating assessments. Each assessment item should be aligned with a learning standard.

Data and test security: Students should not be able to view the test or answers ahead of time. As a means to protect the security of the test, students should not be allowed to remove the test from the classroom. Teachers may share the results of the test with the students, but they may not receive a copy of the test to take home.

Timely and Useful data: By using standard aligned questions, teachers should be able to determine which skills are most important to teach or which skills students have already mastered.

Standardized Test: The content of the pre-assessment should be mirrored on the post-assessment; however, some questions may be altered as long as the post-assessment test measures the same skills at the same academic level.

Step 4: Gather Baseline data

When measuring student growth, teachers will need to collect baseline data in order to better understand students' strengths and weaknesses. It is important for teachers to know where students academically start and what skills they have mastered. In order to get a complete picture, teachers should look at as much viable data as possible when determining students' strengths and weaknesses.

Teachers can consider looking at the following data to aid them in gathering information about their students:

- Formative assessments
- Previous achievement data and grades
- Attendance data
- Student criteria (e.g. SpEd, RtI)

Using this baseline data, teachers will be able to answer the following questions.

- How did students perform on the pre-assessment?
- What student needs are identified using the baseline data?
- How will you use this baseline data to inform growth targets and grouping of students?

All data collected should be used in multiple ways. Upon the administration of the assessment, teachers should have an idea of how the class performed overall, how groups of students performed, and what are possible deficit concepts or skills.
After the baseline data has been collected and analyzed, teachers should be able to use the data to drive instruction, set growth targets, and target specific concepts, skills, and/or behaviors based on student needs.

Directions for Gathering Baseline Data:

- ✓ **Collaborate** with previous teachers to obtain any allowable data such as previous achievement scores (Aimsweb, PARCC, etc.) and previous grades. Teachers may need to review cumulative folders and speak with teachers within the building who might have additional information on the students. Teachers should also analyze the pre-test scores to gain a better understanding of student needs.

- ✓ **Analyze** this data to determine specific skills or concepts that students struggle with or have mastered. Data may need to be reviewed in multiple ways so that teachers can see how students performed on specific items or particular concepts.

- ✓ After analyzing the data, **determine** the students who may need additional help or students who may be far above or far below grade level. Based on this information, teachers may determine on how to differentiate instruction or group students to set appropriate growth targets for the students they teach.

- ✓ This information will be used to complete Element 3 of the SLO template; to **explain** the class's overall performance on the pre-test and to identify specific student needs.

Step 5: Setting Student Growth Targets (Element 3)

Once information is gathered from the baseline data, teachers can then determine how much students will grow by the end of the SLO time frame. As previously discussed, in an adaptive conditional measurement model, teachers should use other factors outside of the assessment in determining growth targets for students. Setting appropriate growth targets is the most essential piece in the student growth component.
As discussed earlier, teachers are encouraged to collaborate with other teachers to determine data needed to inform their decision in the setting of growth targets for students. Teachers may utilize, but are not limited to the following:

- ✓ Formative assessments
- ✓ Previous achievement data and grades
- ✓ Attendance data
- ✓ Student criteria (e.g. SpEd, RtI)
- ✓ Pre-assessment (baseline) data

This information should give teachers a good understanding of the students' strengths and weaknesses. Teachers should set high expectations for their students, yet these growth targets should be reasonable and attainable for all students.

Grouping of students
When students' scores are clustered together in definable groups, teachers may create groups of students that will have the same expected growth target. Teachers should make this decision based on how many students' scores vary on the pre-assessment. If scores are spread out, then more groups are advantageous, if the scores are similar, then 1-2 groups might be enough. If all students are at a very similar place, the teacher does not need to create groups and can have a whole class group growth target or individual targets.

Use of Pre-Assessment Data and other Allowable Data:
In addition to the pre-assessment data, a teacher may use other allowable data, such as previous achievement test scores or attendance data, to help gather enough information to set rigorous, yet attainable targets. Teachers should examine this data before making any growth target decisions. Also, student criteria, such as SpEd or RtI may cause the teacher to group students together or to evaluate how much growth is enough growth for a particular group of students.

Upholding High Achievement:
Students who perform exceptionally well on the pre-assessment can be expected to simply maintain their high achievement and /or demonstrate growth. For example: Students who score a 95% or above on the pre-assessment will maintain a 95% or better on the post-assessment. These students have little room to grow, so a teacher will ensure that they maintain high achievement on this assessment, but might be expected to show growth on different assessments or in different areas throughout the year.

Step 6: Utilize Research Based Teaching Strategies (Element 1)

Teachers use multiple teaching strategies throughout their units of study. Strategies connect the professional practice piece to the student growth. These strategies show the evaluator that there is a plan in place to help students achieve their growth goal.
Upon collecting and review of baseline data, teachers will determine the best methods for instructional delivery. In Element #1, teachers will be asked to list strategies they plan to implement during their unit of study. Sample strategies include:

- Small and whole group work
- Differentiated Instruction
- Learning centers
- Cooperative learning activities
- Higher order questioning
- Student created rubrics

Strategies should be related to the curriculum and be appropriate for the group of students. Data from formative and summative assessments should help determine student needs. Strategies should be based upon research. Consider using the research-based strategies found in the Danielson framework.

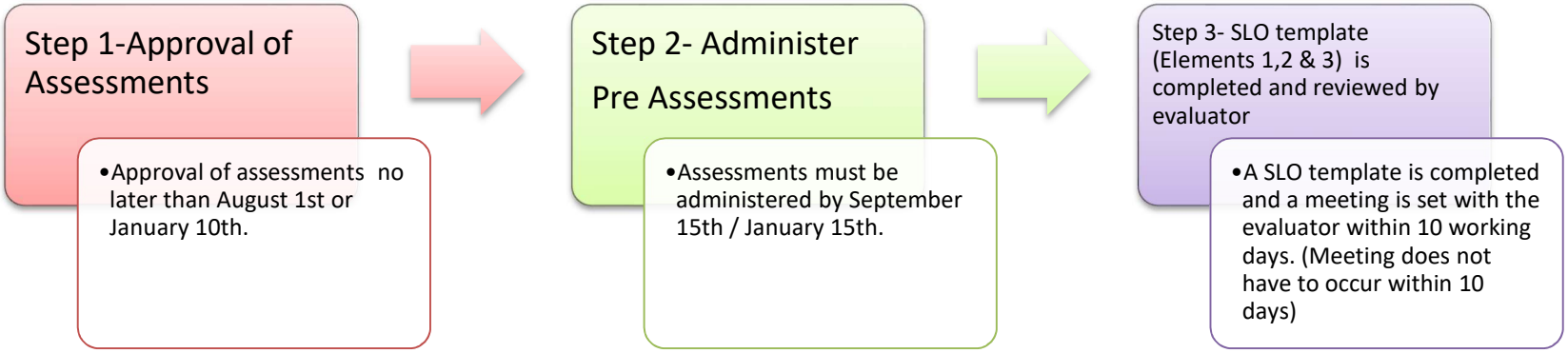
Directions for identifying research based Teaching Strategies:

- Using the student data previous collected; **determine** teaching strategies to best meet the needs of your students. Collaborate with other teachers to determine effective and proven teaching strategies for instruction.
- **Record** learning strategies in Element 1 on the SLO template. Multiple strategies can be identified.

SLO Process and Timeline Graphic

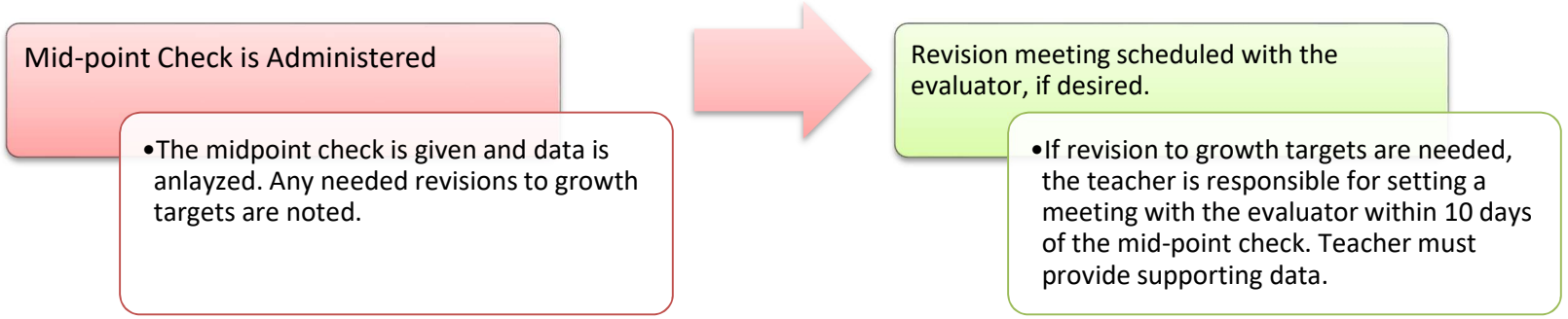
The overall SLO approval timeline is outlined below.

SLO Pre Assessment Graphic

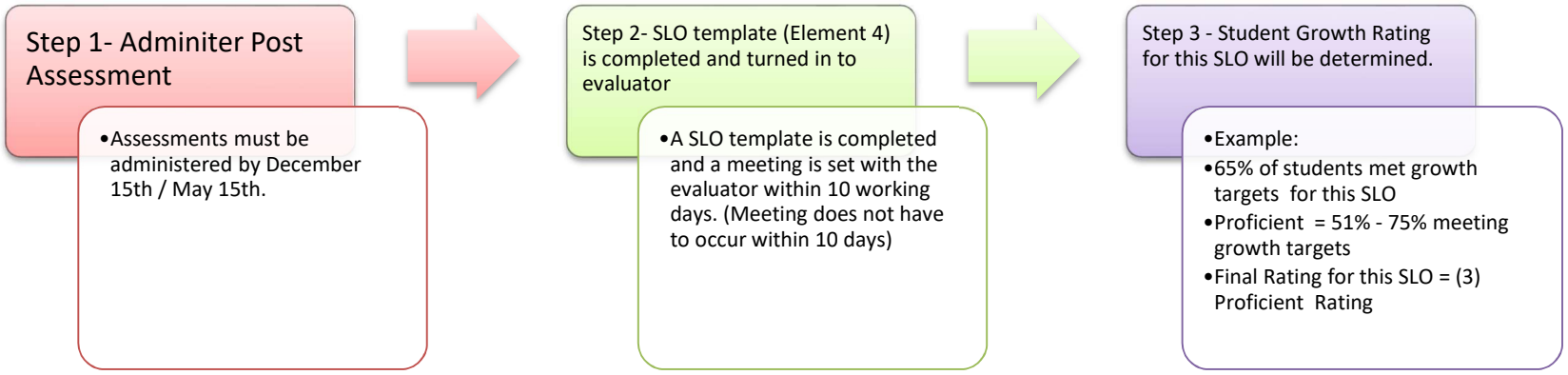


SLO Mid-Point Graphic

Being able to make revisions to the SLO is an important step, especially in the early years when there is little trend data available to use in setting solid growth targets. Throughout the SLO process, teachers should be closely monitoring student performance. After more data becomes available and after the mid-point check is administered, teachers are allowed the opportunity to revise growth targets, based upon student progress data. The evaluator must approve any changes to the SLO. If the teacher and evaluator do not agree on changing the growth targets, then the teacher may appeal the decision to the PERA team for additional review.



SLO Post Assessment Graphic



SLO Scoring Graphic

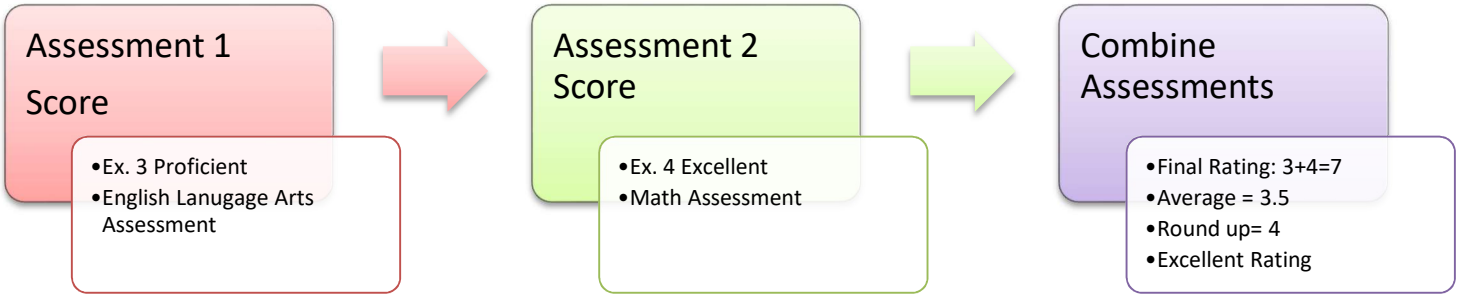
The final step in the SLO process is the scoring. Each SLO is scored independently and falls into one of four categories: "Excellent", "Proficient", "Needs Improvement" or "Unsatisfactory". Descriptions of each category are listed below:

Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☐

Upon completion of the post-assessment, teachers are to complete the SLO template to determine the final student growth numbers. The teacher must submit documentation of the students' test scores and growth targets when submitting the final SLO. The teacher may also submit data, such as attendance, to show that a student missed more than the allotted days and thus may be excluded from the final SLO data. The evaluator will approve the performance rating depending on the outcome of the data. If the teacher and evaluator cannot agree upon the rating of the SLO, the teacher may appeal the decision to the PERA team for additional review.

Summative Student Growth Rating Graphics

The summative student growth rating will be determined by averaging the two final SLO scores (Ex. English Language Art and Math). At the end of the evaluation cycle, the teacher and evaluator will discuss the summative student growth rating and a final student growth rating will be determined. A numerical score is assigned to each SLO according to the performance rating descriptors. An Excellent rating is 4, Proficient rating is 3, Need Improvement rating is 2 and an Unsatisfactory rating is 1. A Summative Growth Rating worksheet will be used to organize all of the collected data to ensure accuracy in the mathematical calculations.



Approval Tool for Assessments

Teacher Guided Questions / Instructions

1) Using the assessment and any applicable scoring guide/rubric, identify which standard(s) align to which items or tasks on your assessment. When creating an assessment, use standards applicable to grade level/subject level. Use the Standards Alignment and Rigor Analysis Chart to note which questions are aligned to which standards and to ensure that each standard is covered by sufficient number of items or tasks. Attach this chart to the assessment. Note: Not all performance-based assessments may need several tasks for each standard, but all tasks should be aligned to standards. Thus, even teachers using performance based assessments should align any tasks to standards using the Standards Alignment and Rigor Analysis Chart. (Performance based assessments are considered high level and meet 20% expectation.)

2) Use the Assessment Rigor Analysis Chart to give examples of assessment questions/tasks that fall under various levels of Bloom's Taxonomy/Webb's Depth of Knowledge. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting at least three levels of rigor (20% must be of higher order questions). Attach this chart to the assessment.

3) Review the format of the assessment questions (not performance based assessments).
   Check for the following:
   - Are questions/tasks written clearly?
   - Are there a variety of types of questions/tasks?
   - Are the questions/tasks free of bias?
   - Are the questions appropriate for the subject/grade level?
   - Are question distracters appropriate?
   - Are directions mirrored?

4) To have assessment approved provide the following to the evaluator:
   a. Standards Alignment and Rigor Analysis Chart
   b. Assessments (All three assessments are required for approval (Pre, Mid, and Post Assessments)
   c. Rubrics and/or Scoring Guide

Standards Alignment and Rigor Analysis Chart (SARA Chart) *Teacher Complete*

Teacher(s):_____Course/Class: _____

Type of Assessment: _____Type II or _____Type III Assessment Name: _____ Date: _____

**** Note: The following chart must be completed for some Type II assessments and all Type III assessments. (***See assessment inventory)*

Directions: After aligning assessment items or tasks to key standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned and rigor level.

Identify which Standards were used to create assessment:

- Common Core Standards
- Next Generation Science Standards
- National/State Standards (PE, Art, Music, Technology and Social Studies)

** List all standards that apply. (A specified numbers of standards per assessment are not required.)
** Attach all three assessments (Pre, Mid, Post) to one Analysis Chart. Due to mirrored assessments, only one analysis chart if required.

Standard Number	Standard Description	Question Number/Explanation of Tasks	Rigor Level
Standard 1			
Standard 2			
Standard 3			
Standard 4			
Standard 5			

Assessment Approval Checklist – *Evaluator Completes*

Grade Level/Subject: _____ Teacher: _____Evaluator Name: _____ Date: _____
Criterion Considerations (Check all that apply.) Assessment: _____ Type: _____

Timeline	○ Approval of Assessments: ○ Fall Assessment Administration: Approved by August 1st ○ Spring Assessment Administration: Approved by January 10th
Criterion	○ Standards/Rigor Analysis Chart ○ Type I or II Assessment ○ Meets Requirements – Sign and date checklist ○ Does not Meet Requirements – Complete the remainder of the checklist
Alignment	○ Items/tasks cover key subject/grade-level content standards. ○ Common Core Standards ○ Next Generation Science Standards ○ National/State Standards (PE, Art, Music, Technology and Social Studies)
Rigor and Complexity	○ Overall, the items, tasks, rubrics, are appropriately challenging for the grade-level/course (e.g. correct reading level) ○ Assess standards that are key to your grade level/subject ○ Do standards possess endurance, leverage, and readiness for the next grade level ○ 20% of test items require critical thinking at the higher level of Bloom's/WDK (Applying, Evaluating, and Creating) ○ ** Performance based assessments are considered high level and meet 20% expectation.
Format	○ Items/tasks/directions are written clearly ○ Design of assessment is appropriate for grade level ○ Standards are listed on the assessment (Optional) ○ Standards/Skills are assessed across multiple items/tasks ○ Question types and length of the assessment are appropriate for subject/grade level ○ Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and/or do; (2) differentiate between levels of knowledge/mastery
Approval	○ Approve _____ OR Disapprove _____ ○ Schedule a meeting with Evaluator for assessment revisions prior to assessment administration deadline. The evaluator will determine, based on criterion, if the assessment is acceptable. If an agreement cannot be established between the teacher and the evaluator, then the PERA committee shall make the final decision.

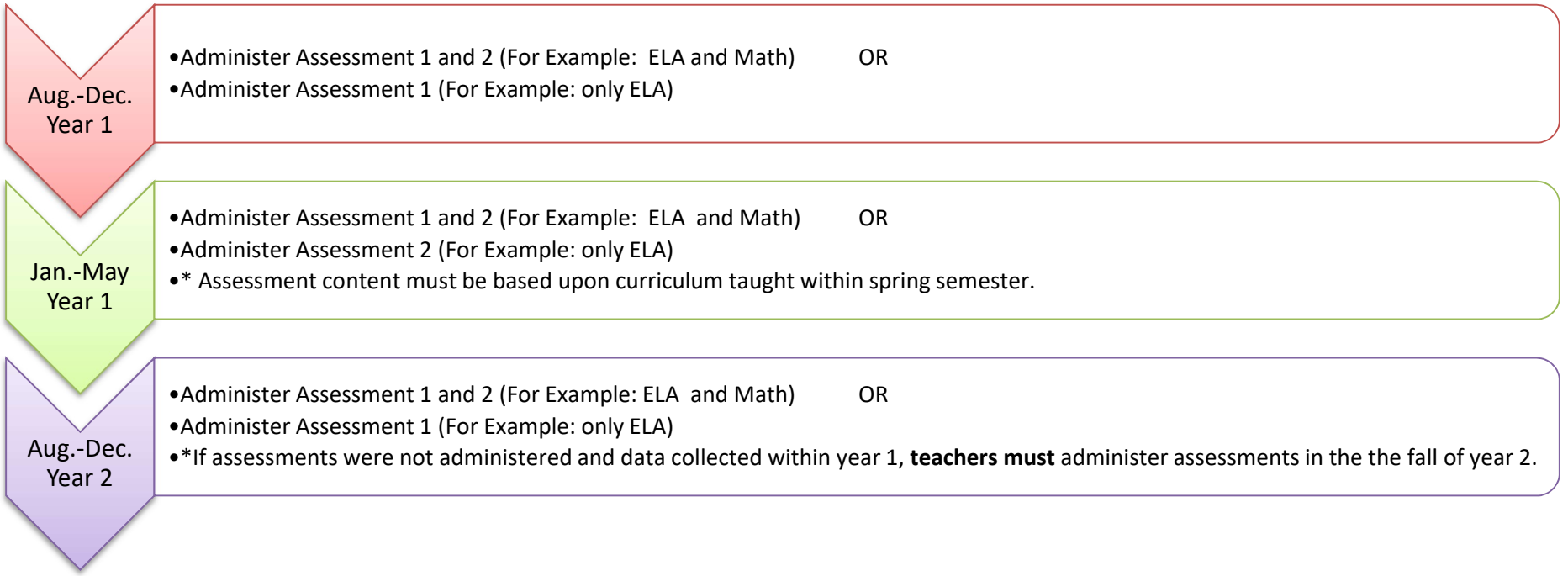
Signature of evaluator: _____ Date: _____ Signature of teacher(s): _____ Date: _____

*Reminder: Deadlines to administer Pre-Test are by **September 15th and /or January 15th** and SLO paperwork must be completed within 10 working days after test is administered and an initial approval meeting must be scheduled with evaluator.*

Tenure Teacher Student Growth Evaluation Cycle

Assessments

Tenured and non-tenured teachers will have different evaluation cycles. Tenured teachers with "Excellent" or "Proficient" ratings will have a **two-year** evaluation cycle. Tenured teachers with "Needs Improvement" or "Unsatisfactory" ratings AND non-tenured teachers are on a **one**-year cycle. All summative performance evaluation rating must be submitted before the March board meeting. Once a summative rating is determined, a teacher's evaluation cycle is complete. Therefore, all data collected during the evaluation cycle is no longer useable data.



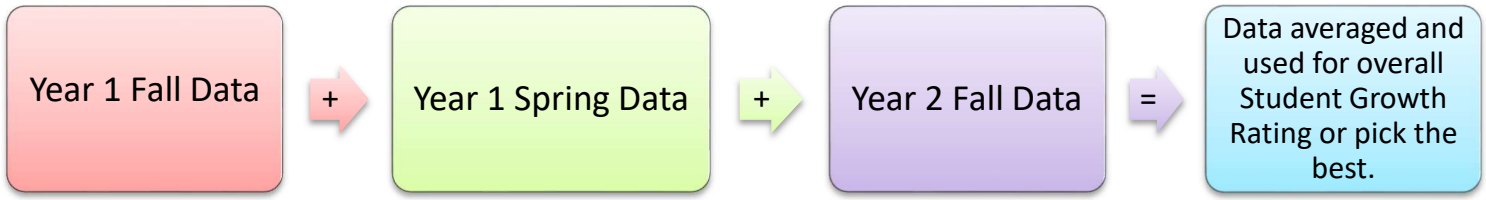
Content to be assessed each semester:

- **Key content standards taught within that semester for both assessments**
- **Assessment pretest given by established date (No later than September 15th and /or January 15th)**
- **Midpoint assessment data review completed within the semester**
- **Final assessment administered by the established end date (No later than December 15th and/or May 15th)**

Rules and Regulations for Tenure Teacher Data Usage

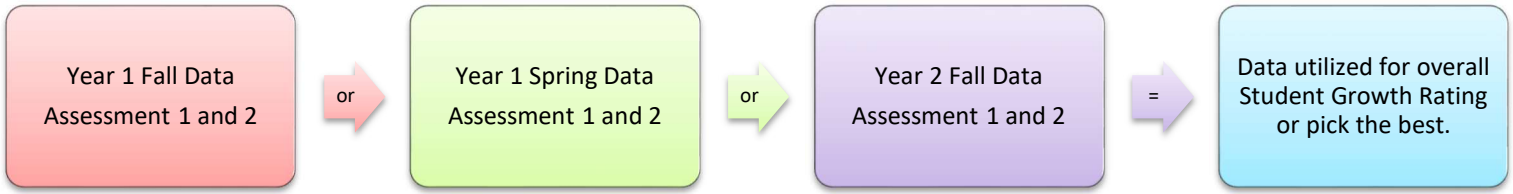
Teachers may compile data (final data must be for both assessments administered) for the use of Student Growth in any of the following manners:

- **A combination of each semester's assessment data may be utilized for overall Student Growth rating.**



- **A combination of year one data:**

- **Data from any one semester in year one or two when both assessments are administered:**



Non-Tenure Teacher Student Growth Evaluation Cycle

Assessments

Tenured and non-tenured teachers will have different evaluation cycles. Tenured teachers with "Excellent" or "Proficient" ratings will have a **two-year** evaluation cycle. Tenured teachers with "Needs Improvement" or "Unsatisfactory" ratings AND non-tenured teachers are on a **one**-year cycle. All summative performance evaluation rating must be submitted before the March board meeting. Once a summative rating is determined, a teacher's evaluation cycle is complete. Therefore, all data collected during the evaluation cycle is no longer useable data.

Aug.-Dec.

- Administer Assessment 1 and 2
- (For Example: ELA and Math)

Jan.-May

- Optional-Administer Assessment 1 and/or 2
- ** To collect assessment data for the next school year.

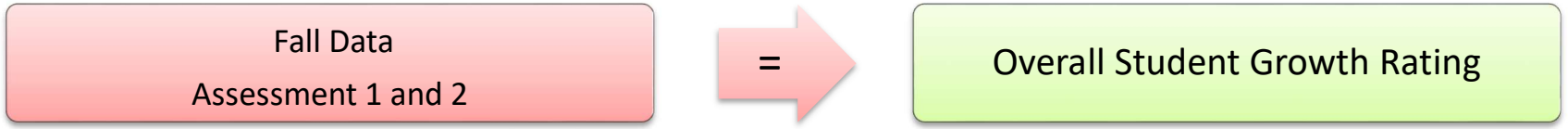
Content to be Assessed each semester:

- **Key content standards taught within that semester for both assessments**
- **Assessment pretest given by established date (No later than September 15th and/or January 15th)**
- **Midpoint assessment data review completed within the semester**
- **Final assessment administered by the established end date (No later than December 15th and/or May 15th)**

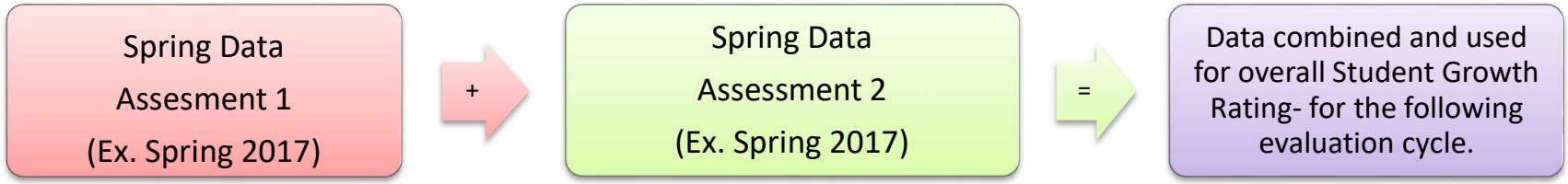
Rules and Regulations for Non-Tenure Teacher Data Usage

Teachers may compile data (final data must be for both assessments administered) for the use of Student Growth in any of the following manners:

- **Data from fall semester:**



- **Combination of spring data:**



- **Combination of spring and fall data:**

Appendix

- Glossary of Terms
- Assessment Rigor Analysis Chart – Blooms Taxonomy / Webb's Depth of Knowledge – Teacher Complete
- Student Learning Objective Template
- Explanation of Elements

Glossary of Terms

Adaptive Conditional Model: A combination of collected data and prior experience as well as baseline data (pre-test) which is utilized for setting growth targets.

Artifacts: While artifacts are not required, teachers may wish to collect documentation for domains as proof they are being addressed. Examples include: parent logs, newsletters, planning notes, professional responsibility, professional meetings, etc. (A list of examples is provided in the Appendix.)

Assessment: Any instrument that measures a student's acquisition of specific knowledge and skills.

Attainment: A "point in time" measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

Baseline Data: Before deciding how to get students to reach their growth targets, teachers need to know how well prepared their students are for the course content. Teachers will use the assessments approved by the administration and/or PERA team each year to determine students' baseline knowledge.

Evidence: The direct observations of a prequalified evaluator during observations and pre/post conferences. Evidence is unbiased, free of personal prejudice and objective.

Growth Targets: A growth target is the amount of improvement the teacher expects to see from the intended student population. When setting a growth target, teachers should consider the baseline data of the student population and set ambitious but achievable goals. Then, the teacher should develop a rationale for why the targets are important and appropriate

Mid-Year Data Review: Teachers may review data and their goals mid-year with their colleagues. Meeting with the prequalified evaluator regarding mid-year data is at teacher's discretion unless a teacher will be requesting any changes be made with growth targets.

Performance Based Assessments: Requires students to demonstrate knowledge and skills, including the process by which they solve problems.

Prequalified Evaluator: An individual who has participated in the State approved modules must prove he/she passed and can rate with reliability.

Student Growth: Is a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

Student Learning Objective (SLO): Targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation.

Summative Student Growth Rating: The final student growth rating, after combining the scores of multiple SLOs and/or other sources of data.

Assessment Rigor Analysis Chart – Blooms Taxonomy / *Webb's Depth of Knowledge – Teacher Complete*

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be **at least 20% of questions** must be developed from the analyzing, evaluating and creating domains Bloom's Taxonomy. Note: The rigor analysis may not be applicable to some performance-based assessments.

Level	Learner Action	Key Actions	Sample Question Stems
1) Recall/Remembering *Recall/Reproduction*	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many…? Label parts of the…. Find the meaning of…? Which is true or false…?
2) Understanding *Recall/Reproduction*	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many…? Label parts of the…. Find the meaning of…? Which is true or false…?
3) Applying *Skills and Concepts*	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in… Use context clues to… Predict what will happen when… What differences exist between…? If x occurs, y will….
4) Analyzing *Strategic Thinking*	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine…? What might happen if….? Use evidence to support….
5) Evaluating *Extended Thinking*	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that….
6) Creating *Extended Thinking*	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that….

Explanation of Elements

The SLO template organizes the guiding questions and statements within five elements:

Breaks the SLO process into "chunks" (elements) – Think through/accomplish each "chunk" before you move on to the next.

Element 1: Learning Goal

- What are you going to teach?
  - Reading, Math, or Content Area
    - What grade level? (Content specific classes only)
  - What is your Learning Goal you want students to know?
    - Students will be able to (SWBAT)
    - Use your standards as a guide. What are MAJOR standards in your grade level / content?

Element 2: Assessments and Scoring

- What assessment am I going to use?
  - Assessment = Similar Form, Similar Content, Similar Complexity
  - 3 assessments (Pretest, Midpoint Test, Posttest)
- Does my assessment match my curriculum?
- Does my assessment test the depth of knowledge that is expected by my standards?
- How am I going to "grade" the assessment?
  - Answer Key, Standard/Normed based, Rubric

Element 3: Growth Targets

- Evaluate students' Pretest scores and decide what growth target you want students to meet by the end of your teaching.
    - Are you going to group students? If so, why and how did you choose to put them in those groups?
    - Are you setting individual goals?
    - Put Pretest data into the data template

Element 4: Actual Outcomes

- What are the students' score on the final/posttest?
- Mark each student at meet or does not meet growth target?
- What is your overall percentile of students that met their growth target?

Element 5: Teacher Rating

- Evaluator provides appropriate rating based on data from the SLO.
- Final overall teacher rating on this SLO.
    - Evaluator marks the performance level of the student growth data for the teacher utilizing only this SLO's information.

Ewing Grades School's

Student Learning Objective Template

Educator Information

Academic Year	
Educator Name	
Evaluator Name	

Planning Information

Course/Subject Name	
Grade Level(s)	
Interval of Instruction	
Assessment Type:	Type I Type II Type III
Pre-Test Administration Date:	

Timeline and Sign-Off

Initial SLO Evaluator Sign-Off (Elements 1,2 and 3)	
Midcourse Check-In Date (Optional)	
Midcourse Check-In Notes:	
Due Date of Final SLO (Elements 4 and 5)	

Element #1: Learning Goal

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1c Setting Instructional Outcomes
1e Designing Coherent Instruction

Domain 3: Instruction
3c Engaging Students in Learning

☐ State the learning goal.	
☐ Identify the content standards associated with the learning goal. (Include the text of the content standard.)	
☐ Describe the student population.	
☐ Summarize the instructional strategies used to teach the learning goal.	
☐ Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	

Element #2: Assessments and Scoring

Assessments and evaluation procedures should be used to support and measure the learning goal. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

Domain 1: Planning and Preparation
1d Demonstrating Knowledge of Resources
1f Designing Student Assessments

Domain 3: Instruction
3d Using Assessment in Instruction

☐ Summarize the assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students' understanding of the learning goal.	
☐ Describe how the assessments and evaluation procedures may be differentiated to meet the needs of all students described in the student population.	
☐ Attach the assessment and specific rubric and /or evaluation criteria to be used.	

Element #3: Expected Growth Targets

In order to identify expected growth targets, educators must first identify students' actual performance through a review of available data reflecting students' starting points (i.e., baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time.

Domain 1: Planning and Preparation
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes

☐ Identify students' baseline data. (Pre-assessment Score)	Attach Copy of Baseline Data
☐ Using students' baseline data identify appropriate growth targets for your student population. * Explain how growth targets were established.	Attach Copy of Targets

Element #4: Actual Outcomes

Domain 3: Instruction
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4b Maintaining Accurate Records

☐ Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups.	
Please provide any comments you wish to include about the actual outcomes:	

Baseline Data For Student Growth

#	Last	First	Pre-Test %	Post-Test %	Target Growth	Minimum Post-Test	Actual Growth	Did they Meet?	Comments
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
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24									
25									

The PERA Committee acknowledges the plan as a “Living Document” and will meet annually to review and/or make adjustments if needed.

Element #5: Teacher Rating

Required for Evaluator

☐ Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating.	

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). ☐	25% - 50% of Students Met the Indicated Growth Target(s). ☐	51% - 75% of Students Met the Indicated Growth Target(s). ☐	76% - 100% of Students Met the Indicated Growth Target(s). ☐
Date:	Evaluator Signature:		
Date:	Teacher Signature:		