

South Eastern Special Education

October 08,2015

INTRODUCTION TO THE STUDENT GROWTH COMPONENT

ASSESSMENT

- ✘ “Assessment” means any instrument that measures a student’s acquisition of specific knowledge and skills.
- ✘ – Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards.

STUDENT GROWTH

- ✘ “Student growth” means 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 GROWTH COMPONENTS

- ✘ Student growth shall represent at least 25% of a teacher's performance evaluation rating in the first two years of implementation.
- ✘ – Thereafter, student growth shall represent at least 30% of the rating assigned.

STUDENT GROWTH COMPONENTS

- ✘ The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher and...
 - One or more measurement models to be used to determine student growth that are specific to each assessment chosen.

MEASUREMENT MODEL

- ✘ “Measurement model” means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time.

TYPE I

- ✘ “Type I assessment” means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.

TYPE II

- ✘ “Type II assessment” means any assessment developed or adopted and approved for use by the school district and used on a district wide basis by all teachers in a given grade or subject area.

TYPE III

- ✘ “Type III assessment” means any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.

ASSESSMENT TYPES

- ✘ A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

STUDENT GROWTH COMPONENTS

- ✘ The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.
- ✘ – If neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

STUDENT GROWTH COMPONENTS

- ✘ Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.

STUDENT GROWTH COMPONENTS

- ✘ Option 1: Type I and Type III
- ✘ Option 2: Type II and Type III
- ✘ Option 3: Two Type III's

MIDPOINT CHECK-IN

- ✘ Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning.

THE SLO PROCESS

- ✘ A Student Learning Objective (SLO) is a detailed process used to organize evidence of student growth over a specified period of time.

SLO TEMPLATE

- ✘ The SLO template includes questions and statements that guide educators through the process of measuring student growth for the purpose of performance evaluation.

SLO ELEMENTS

- ✘ Element 1: Learning Goal
- ✘ Element 2: Assessments
- ✘ Element 3: Growth Targets
- ✘ Element 4: Outcomes
- ✘ Element 5: Teacher Rating

SLO CYCLE

- ✘ 1. Develop SLO
- ✘ 2. Initial Review
- ✘ 3. Monitor Progress
- ✘ 4. Midpoint Check-In
- ✘ 5. Monitor Progress
- ✘ 6. Final Review

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 foundation for meaningful, goal directed instruction and assessment.

BIG IDEA

- ✘ The big idea chosen should be representative of the most important learning and typical student growth in a specific content area, grade level, or classroom.
- ✘ – A teacher covers many big ideas over the course of a school year or course, but chooses one big idea per SLO.

LEARNING GOAL EXAMPLE

- ✘ Describe the learning goal.
 - Students will write informative and explanatory texts that convey a clear, focused, and substantive main idea.

- ✘ Describe the student population.

The student population includes 15 ninth grade students enrolled in English I.

- ✘ – In addition, Juliet, Richard, and Manuel have IEPs for specific learning disabilities, and Richard is also categorized as an English Learner.

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- ✘ Summarize the instructional strategies used to teach the learning goal.
 - ✘ – Students will analyze samples of informative and explanatory texts.
 - ✘ – In addition, students will create writing portfolios that include drafts, revisions, and final copies of texts that they have worked on throughout the school year.

ASSESSMENTS

- ✘ Assessment, evaluation, and scoring procedures should be used to support and measure the learning goal.
- ✘ – The guiding questions and statements included within this element help teachers and evaluators determine how assessments will be used to monitor student growth in order to inform and differentiate instruction for all students.

ASSESSMENTS EXAMPLE

- ✘ Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.
 - Writing prompts have been created by the district English department aligned to the district curriculum and state standards.
- ✘ – The 6+1 Trait © writing rubric will be used to evaluate these writing prompts throughout the school year.

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- ✘ Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.
 - ✘ – Assessments will be differentiated for Juliet, Richard, and Manuel according to the accommodations included in student's individual IEPs.

GROWTH TARGETS

- ✘ The guiding questions and statements included within this element help teachers and evaluators identify appropriate growth targets.
- ✘ – Growth targets should be differentiated for individual students or groups of students.
- ✘ – Growth targets should be ambitious, yet realistic for students to achieve in the specified period of time.

OUTCOMES

- ✘ The outcomes identify how students performed at the end of the instructional period.
- ✘ – The guiding questions and statements included within this element prompt teachers to record the actual number or percentage of students who achieved the identified growth targets.

MEASUREMENT MODEL

- ✘ Step 1: Collect Baseline Data
- ✘ – Teachers collect baseline data at the beginning of the school year or interval of instruction.
- ✘ • Baseline data provides measures of student understanding and ability to apply content knowledge.

MEASUREMENT MODEL

- ✘ Step 2: Determine Growth Targets
- ✘ – Student growth targets are then differentiated according to starting group or individual student.
- ✘ • Growth targets are also identified within Element #3 of the SLO
- ✘ template.

MEASUREMENT MODEL

- ✘ Step 3: Document Outcomes
- ✘ – Finally, the teacher documents how many students met their growth targets.
- ✘ • This step is completed as part of Element #4 of the SLO template.

CLASSROOM GOAL: INCREASE NUMBER OF WORDS READ CORRECTLY ON A GRADE LEVEL PROBE BY 10%

Student	Pre-Test WRC	Goal	Average WRC on grade level probe
Billy	52 words read correctly	57 words read correctly	63 words read correctly
Sue	78 words read correctly	86 words read correctly	80 words read correctly
Grant	88 words read correctly	97 words read correctly	93 words read correctly

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- ✘ Classroom progress = 30% of classroom met the overall established target
 - ✘ Student Growth evaluation category = Needs Improvement (25-50%)

INDIVIDUAL STUDENT PROGRESS- TYPE III

- ✘ Individual student's progress will be used to determine the total percentage of students who meet individual target:
 - + Excellent = 76-100% students meet established target
 - + Proficient= 51-75% students meet established target
 - + Needs Improvement= 25-50% students meet established target
 - + Unsatisfactory= < 25% student meet established target

INDIVIDUAL STUDENT GOAL

Student	Pre-Test Level	End of Year Goal	EOY Level Achieved
Billy	Emerging	Established	Established
Sue	Established	Mastered	Established
Grant	Emerging	Established	Mastered

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- ✘ Classroom progress= 60% of students meet individual goal.
 - ✘ Student Growth evaluation category= Proficient (51-75%)

MEASUREMENT MODEL

- ✘ At the midpoint in the SLO cycle, the collected data should be examined to determine if students are on track to meet their growth targets.
- ✘ – Do growth targets need to be adjusted due to over or underestimation, and/or justifiable circumstances for individual students or certain groups of students?

CLASSROOM AVERAGE PROGRESS- TYPE I OR TYPE II ASSESSMENT

- ✘ All students' progress will be averaged together to determine overall class progress and rated as follows:
 - + Excellent = 76-100% classroom average meets established target
 - + Proficient= 51-75% classroom average meets established target
 - + Needs Improvement= 25-50% classroom average meets established target
 - + Unsatisfactory= < 25% classroom average meets established target
- ❖ Guidance from State default model

HOW WILL STUDENT GROWTH BE INCORPORATED INTO THE FINAL SUMMATIVE RATING SCORE?

- ✘ Attendance Category Score + Domain 1 + Domain 2 + Domain 3 + Domain 4 Category Scores $\div 5 \times .7 =$ Performance Score
- ✘ Student Growth Category Score $\times .3 =$ Student Growth
- ✘ Performance Score + Student Score = Final Summative Rating Score