INDIAN PRAIRIE SCHOOL DISTRICT 204

Incorporating Student Growth in the Teacher Evaluation Summative Rating

Approved by the PERA Joint Committee, 2016

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Student Growth Overview

Performance Evaluation Review Act (PERA) and Student Growth

In 2011, the Illinois Performance Evaluation Review Act (PERA) was passed into law. As part of this law, it introduced a provision that mandated student growth data be a "significant factor" in both administrator and teacher evaluations. Indian Prairie School District was required to incorporate student growth as a significant factor in teacher evaluations by the start of the 2016-2017 school year,

PERA Joint Committee

The Indian Prairie PERA Joint Committee is comprised of an equal number of Association members and Administration. The committee formally met six times during the 2015-2016 school year reaching consensus on the components of the student growth portion of evaluations for the 2016 – 2017 school year.

In order to build and sustain effective student growth practices, the PERA Joint Committee will meet in an ongoing manner to review applicable feedback from evaluators and teachers to make appropriate revisions to the student growth process. The purpose of the meetings will be to ensure the performance evaluation system in Indian Prairie School District 204 is meaningful, manageable, and is effectively improving teaching and learning. The ongoing PERA Joint Committee will be comprised of an equal number of teachers and administrators.

Student Learning Objectives (SLOs)

The Student Learning Objectives (SLOs) process is a means to measure student growth and attribute that growth to teachers. The SLO process allows teachers to consider students' instructional needs and educators' practices while developing rigorous yet attainable goals for student learning. Please see **SLO Survival Guide** on pages 6-13 of this document for an overview of the SLO development process.

SLO Process/Timeframe

During the 2016-2017 school year, a teacher need only do one (1) SLO, as mandated by law. However, beginning with the 2017-2018 school year, any teacher on cycle must have two growth measures. At least one (1) must be a SLO. The following timeframes are for the 2016-2017 school year.

Teachers with **semester-long** or **year-long** courses/assignments:

TIMELINE	TASK
Prior to giving pre-assessment	Submit pre-assessment to principal/evaluator for approval.
August 25 – September 21	Administer pre-assessment to students.
October 3 – October 28	Opportunity for mid-point check-in. (optional)
December 1 – January 20	Administer post-assessment to students.
By January 31	Submit post-assessment student growth results.
By March 1	Probationary Summative completed
By March 15	Tenured Summative completed

Teachers with **quarter-long** courses/assignments:

Quarter 1		Quarter 2	
TIMELINE	TASK	TIMELINE	TASK
Prior to giving pre-assessment	Submit pre-assessment to principal/evaluator for approval.	Prior to giving pre-assessment	Submit pre-assessment to principal/evaluator for approval.
August 24 – August 30	Administer pre-assessment to students.	October 24 – October 28	Administer pre-assessment to students.
September 14 – September 23	Opportunity for mid-point check-in. (optional)	November 16 – November 22	Opportunity for mid-point check-in.(optional)
October 5 – October 21	Administer post-assessment to students.	December 12 – December 22	Administer post-assessment to students.
By November 22	Submit post-assessment student growth results.	By January 31	Submit post-assessment student growth results.
By March 1	Probationary Summative completed	By March 1	Probationary Summative completed
By March 15	Tenured Summative completed	By March 15	Tenured Summative completed

Please also see **Evaluation Calendars** on pages 14-16 of this document for the SLO Timeline incorporated into the Teacher Evaluation process. Timelines are included for semester student growth, as well as quarter student growth.

SLO Forms

The SLO submission forms are all located on the MLP Oasys evaluation site. Please use these forms and upload your assessments as evidence.

Mid-Point Check-In

The mid-point check-in is designed to give the teacher and his/her evaluator time to discuss the goals and clusters that were set and adjust them as needed. This step is especially important for teachers working with small sections/numbers of students. The mid-point check in is optional. However, each teacher will be given the option to either accept or decline a meeting with his/her evaluator. Please see **Mid-Point Check-In Meeting Protocol** on page 20 of this document.

Assessments

There are three types of assessments that may be used. See the table below.

ASSESSMENT	DEFINITION
TYPE I	An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois. ***Example:*** ACT, SAT, PSAT 8/9 and PSAT/NMSQT, NWEA MAP, AIMSweb Plus, DIBELs, Gates-MacGinitie Reading Tests, etc.
TYPE 2	An assessment developed or adopted and approved by the school district and used on a district-wide basis. It is given by all teachers in a given grade level, subject area, or department.
TYPE 3	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning.

Teachers

All teachers, except those exempt by law, must use student growth as a portion of their evaluation. The law exempts: counselors, psychologists, social workers, non-teaching speech and language pathologists, and school nurses.

Students

Elementary classroom teachers must include the entire class. High School and Middle School teachers need to select at least one period/section. Elementary Art, Music, and PE teachers must select at least one period/section as well. Any student who has 90% attendance during instructional time and is present for both the pre and post-assessment window needs to be included.

If a teacher does not have a specific student population he/she works with, it is acceptable to attach to a grade level, department or individual classroom teacher's goal. This will need to be mutually agreed upon by the evaluator and any teacher(s) involved.

Summative Rating

The student growth rating is calculated based on the percentage of students who reached their growth target. The ratings are defined in the table below:

Rating	Percentage
Excellent	76-100% of students met targeted growth
Proficient	51-75% of students met targeted growth
Needs Improvement	26-50% of students met targeted growth
Unsatisfactory	0-25% of students met targeted growth

30% of a teacher's evaluation is based on student growth data. 70% is based on performance (observation

	Performance Rating (70%)				
Student Growth Rating (30%)	**Ratings**	**Excellent**	**Proficient**	**Needs Improvement**	**Unsatisfactory**
	Excellent	Excellent	Excellent	Proficient	Needs Improvement
	Proficient	Excellent	Proficient	Needs Improvement	Needs Improvement
	Needs Improvement	Proficient	Proficient	Needs Improvement	Unsatisfactory
	Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory

SLO Appeal Process

It is strongly encouraged that a teacher work with his/her evaluator to develop an acceptable assessment. If after trying to work together to find an acceptable assessment an agreement cannot be reached, the teacher may appeal. The appeal process begins by notifying the Assistant Superintendent - Human Resources in writing. After the notification is received, the SLO will go to an appeals committee consisting of an equal number of people appointed by administration and by the Association. A decision will be made within three (3) school days of the appeal. During this time, no assessment may be given by the teacher to be used as a SLO. The decision of the appeal committee is final. Please see **Student Learning Objective (SLO) Appeal Form** on page 21 of this document if you wish to appeal.

SLO

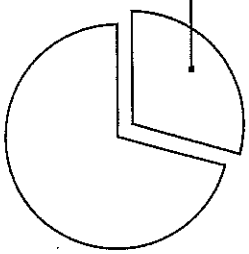
SURVIVAL GUIDE

INDIAN PRAIRIE
SCHOOL DISTRICT 204

SLO

State Law (PERA - Performance Evaluation Reform Act) requires districts to design and implement performance evaluation systems that assess teachers' and principals' professional skills as well as incorporate measures of ***student growth.*** District administrators must work with teachers' association representatives to develop evaluation systems that incorporate student growth. School districts and the state must ensure that these performance evaluation systems are valid and reliable and help teachers and principals to better improve student outcomes.

30% of a teacher's evaluation is based on student growth



Sample Assessment Types

Type I
Measures a certain group of students in the same manner with the same assessment items. Administered either state-wide or beyond Illinois.

Type II
Developed or adopted and approved by the school district, used on a district-wide basis and given by all teachers in a given grade or subject area.

Type III
Rigorous assessment that is aligned with a course curriculum and that the evaluator and teacher determine measures student learning.

What combinations are acceptable? → I III **or** II III **or** III III *

**Only if no Type I or II is available*

What is an SLO?

A Student Learning Objective (SLO) is an academic goal set for an educator's students near the beginning of a course or class. It represents the most important learning that is aligned to Common Core, State, or national standards, as well as any other school and district priorities.

During the first year of implementation, Type III assessments will be used for Student Growth.

Key Definitions

PERA - *Performance Evaluation Reform Act requires all schools in Illinois to change how teachers' and principals' performance is measured.*

PEAC - *Performance Evaluation Advisory Council is charged with providing input from educators to the Illinois State Board of Education and monitoring PERA development and implementation.*

The work of the Student Growth Committee began 2012 to prepare for implementation

2012-2013

- Formed Student Growth Committee;
- Developed Implementation Timeline;
- Reviewed Current census assessments.

2013-2014

- Reviewed and choose growth model;
- Recommended integration of growth model into overall evaluation model.

2014-2015

- PARCC Testing began
- SLO Piloting
- Field tests of SLO data into student growth model

2015-2016

- Trial year for integration of growth data into overall evaluation

2016-2017

- Growth Model fully implemented, ***including a contribution to the overall evaluation***

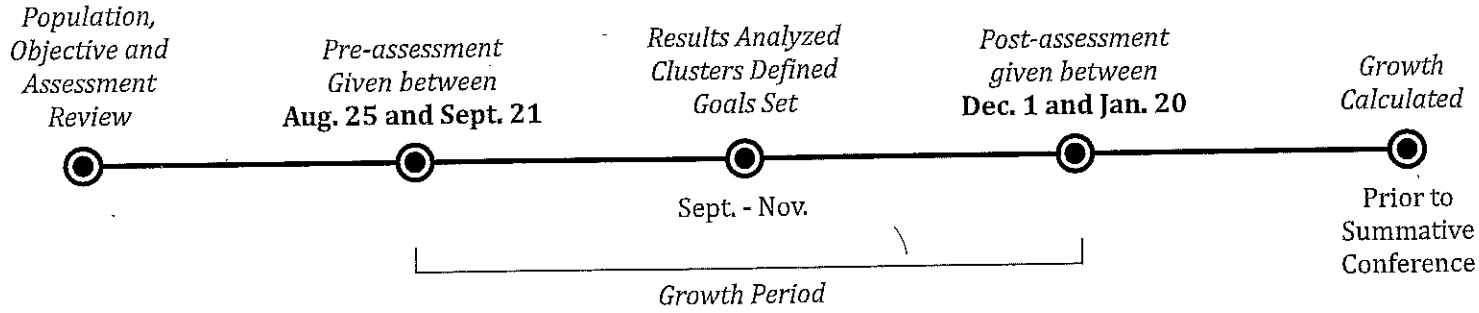
"No Stakes" = No contribution to the evaluation process

SLO Development Process

The SLO Process

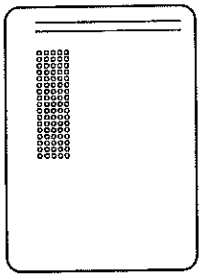
Key Questions in the SLO Assessment Process

1. What do I want my students to know and to be able to do?
2. What assessments are available, are currently used or can be developed that assess the above?
3. Where are my students starting?
4. What can I expect with regard to growth between pre- and post-tests?

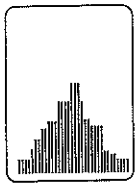


What would an SLO Assessment look like?

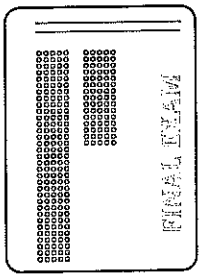
ITEM-BASED



→ *Students take a pre-test from select questions that are a part of, or comparable to, the final exam*

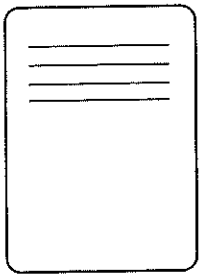


From the Score Distribution, performance clusters are defined

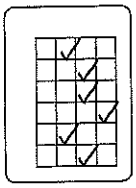


→ *Students take the final exam and their scores are compared to the growth goal for their cluster*

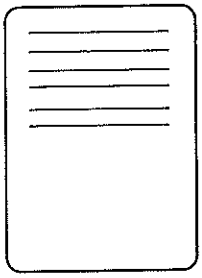
PERFORMANCE-BASED



→ *Using a rubric, a student artifact is evaluated.*

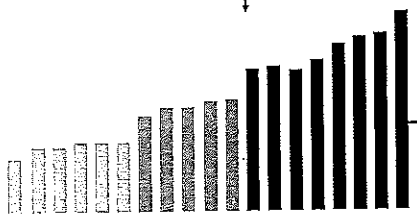


From the Score Distribution, performance clusters are defined



→ *Using the same rubric, an additional artifact that requires the same skill, is evaluated and compared to the growth goal for their cluster*

Setting performance clusters is more an art than science. Look for breaks in achievement that can be used to divide the scores into **3-5 clusters.**



For more information about setting growth goals, *see Page 6*

SLO Thinksheet

I: This portion is completed for review BEFORE the students take their pre-test.

Components	**Population** *Identifies the students who will take the pre and post assessments.*	**Learning Objective** *Defines the Big Idea/standards driving learning objective(s) to be achieved.*	**Assessment** *The instrument that is used to assess growth.*
Guiding Questions	Who are the students being assessed? What are the students' strengths and weaknesses?	What will students be able to do at the end of the interval of instruction? Cite the learning standards.	What assessment will be used to measure whether or not students met the objective?
Criteria	90% attendance is assumed for the assessed students; Must address all students of at least one class; Pre-assessment data available for each student included.	Rigorous and measurable; and Targets semester or quarter knowledge, concepts, skills or behavior based on the Common Core State Standards, district curriculum objectives, state and/or other national learning standards.	Administered in a consistent, standardized manner adhering to student confidentiality issues; Applicable to the purpose of the class; and Aligned with Common Core State Standards, district curriculum objectives, state and/or other national learning standards.

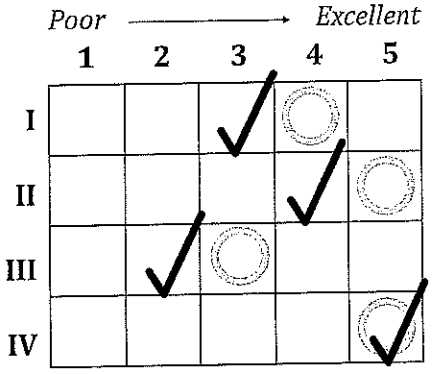
Grade Level(s) _____ *Subject:* _____ *Course:* _____

II: This portion is completed for review AFTER the students take their pre-test

Baseline Performance *Establishes a starting point for the SLO process.*	**Instructional Strategies** *Connects the pre-assessment results to instruction in the classroom.*	**Targeted Growth** *Establishes growth goals for students based on initial performance level.*
Identify your student clusters based on pre-assessment performance. Identify other information you considered.	What key instructional strategies will be used?	What are the growth targets, by cluster?
Baseline data may reflect information from daily classroom performance observations, prior year formative/summative assessments, prior year student grades, attendance history, etc.	Identifies key instructional and differentiation strategies; Appropriate for learning content and skill level; and Follows research-based pedagogical practices.	Quantifiable and attainable; Growth targets expressed in whole numbers; The cluster targets are appropriate relative to the instructional timeframe; and 3-5 clusters identified based on pre-assessment data.

Setting SLO Clusters and Goals

Score Distribution Example #1



For a *performance-based assessment,* a score distribution could be the range of scores (1 through 5) in four categories (I, II, III, IV) for a **single student.**

In this example, you could create your growth goal by forecasting what scores you hope a student would earn. A simple calculation gives you a performance goal of 3 points.

✓ = **Pre-Assessment Performance** (3+4+2+5 = **14**)

◯ = **Post-Assessment Goal** (4+5+3+5 = **17**)

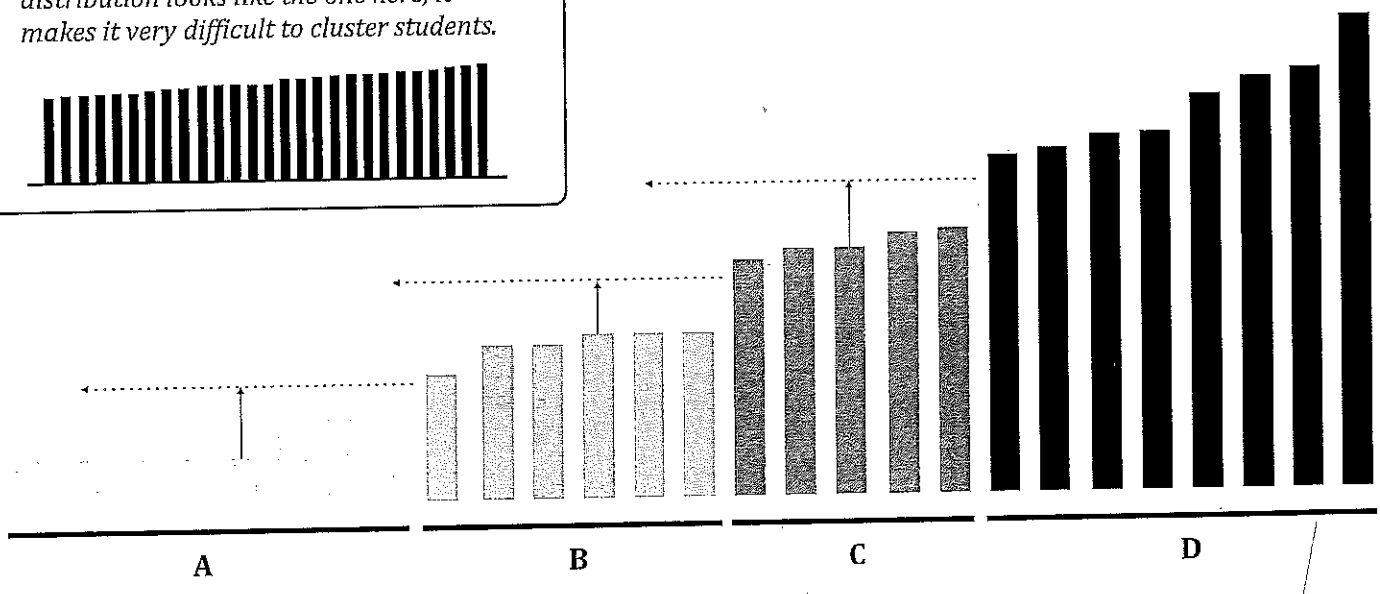
Performance Goal: 3pts

Score Distribution Example #2

For an *item-based assessment,* a score distribution could be the range of scores across an **entire class.**

In this example, you could create your growth goal for a particular performance cluster by forecasting what scores you hope a student would earn.

Good growth assessments should produce a varied score distribution. If the score distribution looks like the one here, it makes it very difficult to cluster students.



Writing Your SLO

Your objective should favor skill over content. It's about what students can **do** *with what they* **know.**

Population

Determining who is in each cluster

Objective

Determining what will be the focus of the pre- and post-assessment

Students *who scored between 55-65 (out of 100)* on the 3rd grade mathematics pre-assessment will score at least an 85 (out of 100) *on the 3rd grade mathematics post-assessment.*

Growth Targets

Determining the tiered targets you aspire for students to hit

Assessment

Determining the instrument/tool that students will use/take

Evaluation Timeline

Classroom Observations

Student Growth

	AUG	**SLO Approval Process;**
	SEPT	**Pre-assessments given for approved SLO's;** **SLO's not approved can be revised and resubmitted;** **Clusters formed;** **Revisions of growth targets based on pre-assessment data.**
Formal and Informal Observations take place;	OCT	
Teachers contribute Domain I and IV evidence;	NOV	
Evaluators contribute Domains II and III evidence.	DEC	**Window between Pre- and Post-assessments**
	JAN	
	FEB	**Post-assessments completed**
Summatives Due	MAR	**Results tallied** **Student Growth calculated** **30% applied to Evaluation**
	APR	
	MAY	

SLO Approvals

Step 1 - *Population, Objective and Assessment Submitted for Review*

Population
Determining who is in each closter

Objective
Determining what will be the focus of the assessment

Your objective should favor skill over content. It's about what students can do with what they know.

SAMPLE

Students *who scored between 55-65 (out of 100)* **on the 3rd grade mathematics pre-assessment will score at least an 85 (out of 100)** ***on the 3rd grade mathematics post-assessment.***

You should be able to create a full statement like this - **one per cluster** - *in preparation for approval*

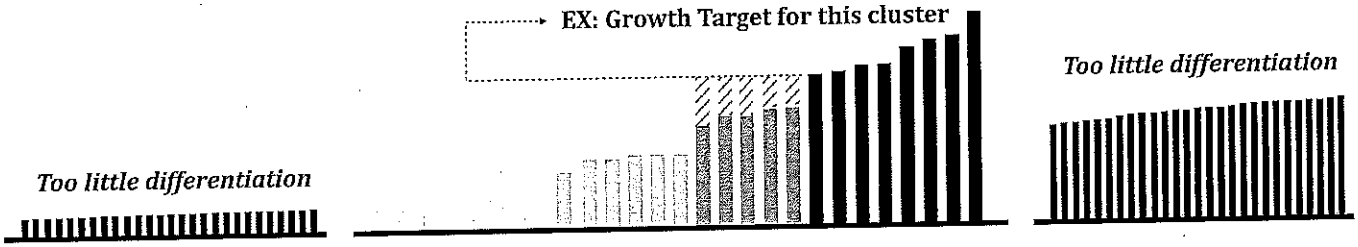
Growth Targets
Determining the tiered targets you aspire for students to hit

Assessment
Determining the tool that students will use/take

Step 2 - *Once accepted, give your Pre-test* (Aug. 25 - Sept. 11)

Step 3 - *Create Clusters and Growth Targets from Pre-test results*

(Due by Sept. 29)



Step 4 - *Mid-point Check-in: Clusters and Growth Targets Submitted for Review*

(Oct. 3 - Oct. 31)

Step 5 - *Prioritize your Objective during instruction*

Step 6 - *Give your Post-test* (Dec. 1 - Jan. 20)

Step 7 - *Calculate Growth by Cluster and calculate percentage of students who reached their Growth Target* (Due by Jan. 31)

Semester or Year-long Classes

EVALUATION CALENDAR 2016-2017

Observations

70%

Classroom Observations can begin

Formal and Informal Evaluations

Summative Evaluations

August 2016						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sept. 30: Last day to submit clusters and goals for approval

October 2016						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct. 28: Last day to make adjustments to growth goals

November 2016						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan. 31: Last day to upload finished growth data to OASYS

February 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Student Growth

30% For the 2016-17 school year, faculty responsible for Student Growth as a part of their evaluation will be completing one (1) Type III SLO that will account for 30% of their total evaluation.

August 23: Classes Begin

August 25 - September 21: **Pre-Assessment Window**

The Pre-Assessment Window is from the 3rd to the 20th day of class.

Prior to giving the Pre-Assessment, faculty should complete for evaluator approval **the first 3 columns of the SLO Thinksheet:** *Population, Objective and Assessment.*

Following the Pre-Assessment, faculty should cluster their results, define the growth goals for each cluster and detail instructional strategies to be used to reach those goals. These are **the last 3 columns of the SLO Thinksheet.**

Minimum length of time between assessments is 45 school days for semester or year-long classes.

October 3 - October 28: **Mid-point Check-in Window**

The Mid-point Check-in is designed to give the faculty member and evaluator the opportunity to review the growth goals set following the Pre-Assessment and review progress towards those goals. This includes making adjustments to the growth goals, if necessary.

December 1 - January 20: **Post-Assessment Window**

Following the Post-Assessment, growth is calculated by cluster and the percentage is determined as to who reached their growth target within each cluster.

A rating for Student Growth is assigned based on that percentage:

Excellent:	76-100% met growth targets
Proficient:	51-75% met growth targets
Needs Improvement:	26-50% met growth targets
Unsatisfactory:	0-25% met growth targets

During January and February, growth is calculated to achieve a percentage which is used to determine a rating for Student Growth.

Once that rating is determined, it is merged with the Observation portion of the Evaluation process:

Observations: 70% **Student Growth: 30%**

The Summative Conference follow the completion of Observations and the Student Growth components.

		CLASSROOM RATING			
		E	P	NI	U
STUDENT GROWTH RATING	E	E	E	P	NI
	P	E	P	NI	NI
	NI	P	P	NI	U
	U	P	NI	NI	U

March 1: Summative Conference **(Non-tenured)** Deadline

March 15: Summative Conference **(Tenured)** Deadline

Quarter-long Classes: Quarter 1

EVALUATION CALENDAR 2016-2017

Observations

70%

Classroom Observations can begin

Formal and Informal Evaluations

Summative Evaluations

August 2016						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sept. 2: Last day to submit clusters and goals for approval

October 2016						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 28: Last day to make adjustments to growth goals

November 2016						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Nov. 22: Last day to upload finished growth data to OASYS

December 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Student Growth

30% For the 2016-17 school year, faculty responsible for Student Growth as a part of their evaluation will be completing one (1) Type III SLO that will account for 30% of their total evaluation.

August 23: Classes Begin

August 24- August 30: **Pre-Assessment Window**

The Pre-Assessment Window is from the 3rd to the 6th day of class.

Prior to giving the Pre-Assessment, faculty should complete for evaluator approval **the first 3 columns of the SLO Thinksheet:** *Population, Objective and Assessment.*

Following the Pre-Assessment, faculty should cluster their results, define the growth goals for each cluster and detail instructional strategies to be used to reach those goals. These are **the last 3 columns of the SLO Thinksheet.**

Minimum length of time between assessments is 30 school days for quarter-long classes.

Sept. 14-23: **Mid-point Check-in Window**

The Mid-point Check-in is designed to give the faculty member and evaluator the opportunity to review the growth goals set following the Pre-Assessment and review progress towards those goals. This includes making adjustments to the growth goals, if necessary.

October 5-21: **Post-Assessment Window**

Following the Post-Assessment, growth is calculated by cluster and the percentage is determined as to who reached their growth target within each cluster.

A rating for Student Growth is assigned based on that percentage:

Excellent:	76-100% met growth targets
Proficient:	51-75% met growth targets
Needs Improvement:	26-50% met growth targets
Unsatisfactory:	0-25% met growth targets

During January and February, growth is calculated to achieve a percentage which is used to determine a rating for Student Growth.

Once that rating is determined, it is merged with the Observation portion of the Evaluation process:

Observations: 70% **Student Growth: 30%**

The Summative Conference follow the completion of Observations and the Student Growth components.

STUDENT GROWTH RATING	CLASSROOM RATING: E	P	NI	U
E	E	P	NI	NI
P	E	P	NI	NI
NI	P	P	NI	U
U	P	NI	NI	U

March 1: Summative Conference **(Non-tenured)** Deadline

March 15: Summative Conference **(Tenured)** Deadline

Quarter-long Classes: Quarter 2

EVALUATION CALENDAR 2016-2017

Observations

70%

Classroom Observations can begin

Formal and Informal Evaluations

Summative Evaluations

August 2016						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 4: Last day to submit clusters and goals for approval

November 2016						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November 30: Last day to make adjustments to growth goals

December 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 31: Last day to upload finished growth data to OASYS

February 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Student Growth

30% For the 2016-17 school year, faculty responsible for Student Growth as a part of their evaluation will be completing one (1) Type III SLO that will account for 30% of their total evaluation.

August 23: Classes Begin

October 24-28: **Pre-Assessment Window**

Prior to giving the Pre-Assessment, faculty should complete for evaluator approval **the first 3 columns of the SLO Thinksheet:** *Population, Objective and Assessment.*

Following the Pre-Assessment, faculty should cluster their results, define the growth goals for each cluster and detail instructional strategies to be used to reach those goals. These are **the last 3 columns of the SLO Thinksheet.**

Minimum length of time between assessments is 30 school days for quarter-long classes.

November 16-22: **Mid-point Check-in Window**

The Mid-point Check-in is designed to give the faculty member and evaluator the opportunity to review the growth goals set following the Pre-Assessment and review progress towards those goals. This includes making adjustments to the growth goals, if necessary.

December 12-22: **Post-Assessment Window**

Following the Post-Assessment, growth is calculated by cluster and the percentage is determined as to who reached their growth target within each cluster.

A rating for Student Growth is assigned based on that percentage:

Excellent:	76-100% met growth targets
Proficient:	51-75% met growth targets
Needs Improvement:	26-50% met growth targets
Unsatisfactory:	0-25% met growth targets

During January and February, growth is calculated to achieve a percentage which is used to determine a rating for Student Growth.

Once that rating is determined, it is merged with the Observation portion of the Evaluation process:

Observations: 70% **Student Growth: 30%**

The Summative Conference follow the completion of Observations and the Student Growth components.

STUDENT GROWTH RATING	CLASSROOM RATING: E	P	NI	U
E	E	E	P	NI
P	E	P	NI	NI
NI	P	P	NI	U
U	P	NI	NI	U

March 1: Summative Conference **(Non-tenured)** Deadline

March 15: Summative Conference **(Tenured)** Deadline

SLO ThinkSheet Part I (before pre-assessment)

User Information

ıme: Indian Prairie OASYSdemo11
ıilding: None
ade: None
ssigned Administrator: Not Assigned
ıved By: Eccarius, Douglas
knowledged By: N/A
ıalized By: N/A

Title:
Department: None
Evaluation Type: *Demo II
Evaluation Cycle: 07/15/2016 - 06/14/2017
Date Submitted: Incomplete
Date Acknowledged: Unacknowledged
Date Finalized : Unfinalized

his portion is completed for review **BEFORE** the students take their pre-assessment.

General Information

Grade Level(s):

Subject:

Course:

BEFORE Pre-Assessment

omponents	**Population:** Identifies the students who will take the pre- and post- assessments.	**Learning Objective:** Defines the Big Idea/standards driving learning objective(s) to be achieved.	**Assessment:** The instrument that is used to assess growth.
iuiding uestions	• Who are the students being assessed? • What are the students' strengths and weaknesses?	• What will students be able to do at the end of the interval of instruction? Cite the learning standards.	• What assessment will be used to measure whether or not students met the objective?
riteria	• 90% attendance is assumed for the assessed students; • Must address all students of at least one class; and • Pre-assessment data available for each student included.	• Rigorous and measurable; and • Targets semester or quarter knowledge, concepts, skills or behavior based on the Illinois Learning Standards, district curriculum objectives, and other national learning standards.	• Administered in a consistent, standardized manner adhering to student confidentiality issues; • Applicable to the purpose of the class; and • Aligned with Illinois Learning Standard, district curriculum objectives, or other national learning standards

Who are the students being assessed?

What are the students' strengths and weaknesses?

What will the students be able to do at the end of the interval of instruction?

Cite the relevant learning standards.

What assessment will be used to measure whether or not students met the objective?

lease upload Practitioner SLO #1 Artifacts below:

Artifacts

Add an Artifact

Name	Upload Date	Upload User	File
Name	05/12/2016	Admin, MLP	zBrowser_Cache_Clearing_Instru...

SLO ThinkSheet Part II (after pre-assessment)

User Information

ıme: Indian Prairie OASYSdemo11
ıilding: None
ade: None
signed Administrator: Not Assigned
ved By: N/A
knowledged By: N/A
ıalized By: N/A

Title:
Department: None
Evaluation Type: *Demo II
Evaluation Cycle: 07/15/2016 - 06/14/2017
Date Submitted: Incomplete
Date Acknowledged: Unacknowledged
Date Finalized : Unfinalized

his portion is completed for review **AFTER** the students take their pre-assessment.

General Information

LO Part 1 Grade Level(s) (07/01/2016 - 06/30/2017)

NONE

LO Part 1 Subject (07/01/2016 - 06/30/2017)

NONE

LO Part 1 Course (07/01/2016 - 06/30/2017)

NONE

AFTER Pre-Assessment

:omponents	**Baseline Performance:** Establishes a starting point for the SLO process.	**Instructional Strategies:** Connects the pre-assessment results to instruction in the classroom.	**Targeted Growth:** Establishes growth goals for students based on initial performance level.
:uiding)uestions	• Identify your student clusters based on pre-assessment performance. • Identify other information you considered.	• What key instructional strategies will be used?	• What are the growth targets, by cluster?
:riteria	• Baseline data may reflect information from daily classroom performance observations, prior year formative/summative assessments, prior year student grades, attendance history, etc.	• Identifies key instructional and differentiation strategies; • Appropriate for learning content and skill level; and • Follows research-based pedagogical practices.	• Quantifiable and attainable; • Growth targets expressed in whole numbers; • The cluster targets are appropriate relative to the instructional time frame; and • 3-5 clusters identified based on pre-assessment data.

Identify your student clusters based on pre-assessment performance.

Identify other information you considered.

What are the growth targets, by cluster?

)lease upload Practitioner Artifacts (SLO #2) below:

Artifacts

Add an Artifact

Name	Upload Date	Upload User	File

SLO Results

User Information

me: Indian Prairie OASYSdemo11
ilding: None
ade: None
signed Administrator: Not Assigned
ved By: Eccarius, Douglas
knowledged By: N/A
ıalized By: N/A

Title:
Department: None
Evaluation Type: *Demo II
Evaluation Cycle: 07/15/2016 - 06/14/2017
Date Submitted: Incomplete
Date Acknowledged: Unacknowledged
Date Finalized : Unfinalized

ıis portion is completed for review **AFTER** the students take their post-assessment.

ease provide percentage of student who met their results in the section below.
OTE: Only enter number in the field below (**DO NOT** use percentage sign).

Students who met results:

lease upload supporting evidence below:

Artifacts

Add an Artifact

Name	Upload Date	Upload User	File

INDIAN PRAIRIE
SCHOOL DISTRICT 204

Midpoint Check-In Meeting Protocol (if needed)

Teacher Name: _____
Content Area and Course: _____
Grade Level(s): _____
Academic Year: _____

Instructions: The evaluator should provide the teacher with the protocol questions in advance of the check-in meeting so that the teacher has an opportunity to prepare for a discussion of each topic at the meeting. The teacher should be prepared to share and discuss formative assessment results and student progress toward meeting the SLO growth target.

Student Progress

1. How are students progressing toward their growth targets? Are some students demonstrating more progress than others?

2. Are the growth targets that you set at the beginning of the year attainable?

Instructional Strategies

3. Which instructional strategies are you using?

4. Are any instructional strategies not working for your students? Are there alternatives you should consider?

Support and Collaboration

5. Have you collaborated with peers to work toward goals?

6. What additional supports do you need to ensure that you are successful with your students?

INDIAN PRAIRIE
SCHOOL DISTRICT 204

Student Learning Objective (SLO) Appeal Form

The initial evaluation of an assessment for a teacher's Student Learning Objective (SLO) should occur between the teacher and their evaluator. If, after trying to work together, an agreement on an acceptable assessment cannot be reached, the teacher may appeal. The appeal process begins by notifying the Assistant Superintendent for Human Resources in writing. After the notification is received, the SLO will go to an appeals committee consisting of an equal number of staff appointed by administration and by the Association. A decision will be made within three (3) school days of the appeal. **During this time, no assessment may be given by the teacher to be used as a SLO.** The decision of the appeals committee is final.

Teacher Name: _____ Date: _____

Teaching Content Area: _____ Grade Level: _____

Evaluator: _____ School: _____

Rationale: *Why have you chosen this assessment?*

Aligned Standards: *To which standards does this assessment align?*

Interval of Instruction: *Semester or Quarter?*

Evaluator Concerns: *Why did your evaluator consider the assessment to be unacceptable?*

Assessment: *Please attach the assessment.*

To be filled out by the Appeals Committee:

Content: Acceptable___ Unacceptable____ **Rigor**: Acceptable___ Unacceptable____

Assessment Approval: Approved: ____ Denied: _____

Rationale if Denied: _____