

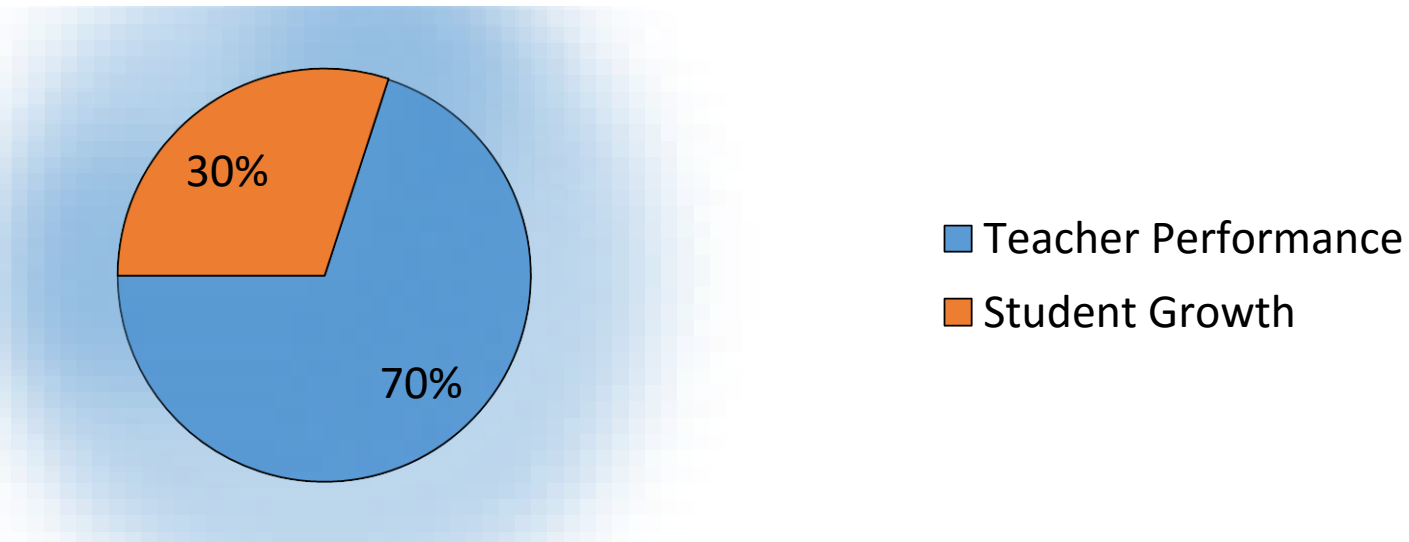
# Student Growth

PERA 2010 Compliance

Mattoon Community Unit School District #2

# Percentage of Student Growth Calculated in Teacher Summative Evaluation Rating

- *70% of teacher summative evaluation will be Teacher Performance.*
- *30% of teacher summative evaluation rating will be Student Growth.*



# Assessment Requirements

- *Type I, II, and III assessments are located in the Teacher Share Network. Not an all-inclusive list; additional assessments may be added as long as they align to the curriculum and are capable of measuring student learning, which will be determined during the pre-observation conference.*

- *Allow for Type I and Type II assessments to count as a Type III assessment if the Type I and Type II assessments align to the curriculum, and are capable of measuring student learning.*

What is the assessment called?	What standards, objectives or learning outcomes are being measured?	Who uses the assessment?	How is the test scored?	Categorization (To be completed later)
Rigby	Fluency and/or Comprehension on a specific level Accuracy (90%+ determines reading level)	KDG, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	Teacher/Title	I, II, III
ISEL	Letter ID, Letter sound knowledge, inventive spelling, phonemic awareness, print concepts, 1:1 matching	KDG	Teacher/Title	I, II
Discovery	Progress on grade-level standards in reading and math	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	Discovery Assessment	I, II, III
DIBELS (Various Subtests)	ELA Foundational Skills	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	Teacher/Title	I, II, III
Easy CBM	Math progress	4 <sup>th</sup>	Teacher/Title	I, II, III
LEAD 21 Placement	L21 Reading Level	2 <sup>nd</sup> , 4 <sup>th</sup>	Teacher	II, III
Benchmark Math Test	Math Readiness	4 <sup>th</sup>	Teacher	II, III
Pre/Post Math		2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , some 5 <sup>th</sup>	Teacher	II, III
L21 Unit Tests for Reading	Chapter Focus	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> (Even chapters)	Teacher	II, III
Math Unit Tests	Chapter Focus	K-5	Teacher	
Weekly Reading Assessments	Focus of the week; progress on spiral skills	2 <sup>nd</sup> , 3 <sup>rd</sup> (Fluency Assessment), 5 <sup>th</sup>	Teacher	
Standards-Based Checklists	Standards by quarter	KDG	Teachers	
PE Fitness Testing	Standards 20, 21, 24 – Strength, Endurance, Flexibility	K-5 PE	PE Teachers	
PE Locomotor Skills Test	Standards 19, 20, 21 Locomotor Skills	K-5 PE	PE Teachers	
PE Pre/Post Unit Tests	Standards 19, 20, 21, 24 & Knowledge of unit	All K-5 PE teachers on a limited basis	PE Teachers	
Spelling Tests	Mastery of spelling list	2 <sup>nd</sup> Grade	Teachers	
LEXIA	Literacy Skills (primarily reading foundational skills)	K-5	LEXIA	
DOLCH Sight Word Lists	Sight word knowledge	K-1, Special Educators	Teachers	
Moby Max	Math Skills	Special Educators	Moby Max	
Performance Based Assessments	Art: Project with rubric Music: Recorders Project Extra: rubric Library: Checklist of skills	K-5 Special Area Teachers	Teachers	

# Assessment Combinations

- Must complete **Two** Assessments

*(Please Note: Can be the same assessment for 2 different classes of students, or can be 2 different assessments with the same students.)*

Assessment Type	Description
Type I	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	Any assessment developed or adopted and approved for use by the school district and used on a districtwide basis by all teachers in a given grade or subject area
Type III	Any assessment that is rigorous, that is aligned to the course curriculum, and that the qualified evaluator and teacher determine measures student learning in that course

- Assessments must be Combination of :
  - Type I & Type III
  - Type II & Type III
  - Type III & Type III

# Growth Target Model

- The MCUSD#2 measurement model will be the “Growth Target Model”.

Student Growth Target Data Collection: Assessment 1						
Teacher Name: History Buff		School: MHS				
Class: World Cultures Per. 3		Assessment Name: Conflict in the Middle East				
Student Name	Pretest Score	Growth Target	Mid-point Check	Adjusted Growth Target	Final Score	Meets Target? (Y=1 N=0)
1 Anna	15	52	48	52	54	1
2 Bob	25	55	40	55	55	1
3 Chris	29	65	60	65	66	1
4 Dwight	36	65	55	65	71	1
5 Eleanor	36	65	55	65	66	1
6 Felix	45	75	65	75	70	0
7 George	48	75	50	65	60	0
8 Hannah	49	75	65	75	76	1
9 Katie	50	80	85	90	75	0
10 Lauren	55	80	70	80	78	0
11 Mia	55	80	75	85	74	0
12 Nora	59	80	75	80	84	1
13 Phillip	71	90	80	90	91	1
14 Oscar	72	90	85	90	92	1
15 Rhea	75	90	80	90	90	1
16 Shawn	80	92	90	95	97	1
17 Tia	18	52	45	60	67	1
18 Trina	70	90	90	90	81	0
19 Will	41	65	55	65	68	1
20 Xavier	32	65	70	80	88	1
21 Zeke	36	65	55	65	65	1
22 Andy	36	65	60	65	70	1
23 Becky	48	75	65	75	73	0
24 Charley	49	75	60	80	82	1
25 Donna	55	80	80	80	75	0
# of Students	25					
Data for student growth component						
# Meets Target	17					
# of Students in Class	25					

Student Growth	Percentage of Students		Range for Ratings		Percent Multiplied by 4 (to arrive at the range)
	Excellent	85%	3.4	4	
	Proficient	68%	2.7	3.3	
	Needs Improvement	50%	2	2.6	
	Unsatisfactory	< 49%	0	1.9	
Student growth sample	Number of students	Number of students meeting	Percentage of Students Demonstrating Growth		
Assessment #1 (Ex. World Cultures Per. 3)	25	17			
Assessment #2 (Ex. World Cultures Per. 6)	20	15			
Column Total	45	32	71.11%		2.8
Student Growth (30%)	2.8				

# Rating Scale for Student Growth

<i>Student Growth</i>	% of Students Meeting Target		Range for Ratings	
Excellent	85%	3.4	4	
Proficient	68%	2.7	3.3	
Needs Improvement	50%	2	2.6	
Unsatisfactory	< 49%	0	1.9	

- Range for student growth is the same as for teacher performance.

# Criteria for ALL Assessments

## **Criteria for Assessments:**

**(The criteria below will be used for all assessments.)**

1. How is assessment aligned to curriculum?
2. How does it measure student learning?
3. How is it going to be implemented?
  - a. How was assessment created?
  - b. How is it going to be scored?
  - c. Who is using assessment?

# Student Growth Assessment Model

## Assessment Process/Steps

1. Pre-Assessment/Baseline  
- Score/Initial Attempt
2. Set initial growth target
3. Instruct
4. Conduct mid-point check
5. Adjust growth target if needed
6. Instruct
7. Post-Assessment
8. Compare performance to end point target

Student Growth Target Data Collection: Assessment 1						
Teacher Name: History Buff		School: MHS				
Class: World Cultures Per. 3		Assessment Name: Conflict in the Middle East				
Student Name	Pretest Score	Growth Target	Mid-point Check	Adjusted Growth Target	Final Score	Meets Target? (Y=1 N=0)
1 Anna	15	52	48	52	54	1
2 Bob	25	55	40	55	55	1
3 Chris	29	65	60	65	66	1
4 Dwight	36	65	55	65	71	1
5 Eleanor	36	65	55	65	66	1
6 Felix	45	75	65	75	70	0
7 George	48	75	50	65	60	0
8 Hannah	49	75	65	75	76	1
9 Katie	50	80	85	90	75	0
10 Lauren	55	80	70	80	78	0
11 Mia	55	80	75	85	74	0
12 Nora	59	80	75	80	84	1
13 Phillip	71	90	80	90	91	1
14 Oscar	72	90	85	90	92	1
15 Rhea	75	90	80	90	90	1
16 Shawn	80	92	90	95	97	1
17 Tia	18	52	45	60	67	1
18 Trina	70	90	90	90	81	0
19 Will	41	65	55	65	68	1
20 Xavier	32	65	70	80	88	1
21 Zeke	36	65	55	65	65	1
22 Andy	36	65	60	65	70	1
23 Becky	48	75	65	75	73	0
24 Charley	49	75	60	80	82	1
25 Donna	55	80		80	75	0
# of Students	25					
Data for student growth component						
# Meets Target	17					
# of Students in Class	25					



# Setting Growth Targets

*Growth targets for the selected assessments shall be aligned to the needs of the teacher's students. The following criteria may be considered:*

- ✓ *Professional judgment*
- ✓ *Historical data*
- ✓ *Student Input*
- ✓ *Consistent percentage of improvement when same assessment is being utilized by team/grade level/department*
- ✓ *Targets discussed during pre-observation conference*

*Not an all-inclusive list, additional factors may be taken into consideration. Growth targets for the applicable learning goal shall be aligned to the needs of the teacher's classroom and students.*

# Midpoint Checks and Adjustments

- *Growth targets shall be reviewed at the midpoint of the interval of instruction and modified if necessary, provided that the teacher and evaluator discuss instructional adjustments and mutually agree to any modifications to be made. Midpoint data collection dates will be established during the pre-conference.*

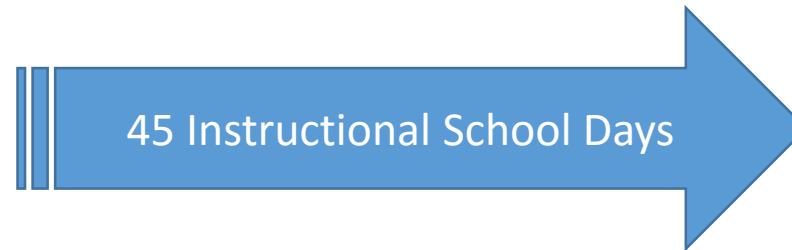
# Exclusion of Student Data

*Teachers have the option to exclude students who are not present for instruction during the testing window (between pre- and post-tests) for 25% or more of that time.*

## Testing Period Example:

- Pre – Test

September 1<sup>st</sup>



Post - Test

November 1<sup>st</sup>

- If a student was absent 11 and  $\frac{1}{4}$  days during the 45 school day period, the teacher has option to exclude the student from student growth calculation.

# Summative Rating Calculation

<i>Teacher Performance</i>			<b>Range for Ratings</b>	
Excellent	85%	3.4	4	15/35/40/10
Proficient	68%	2.7	3.3	
Needs Improvement	50%	2	2.6	
Unsatisfactory	< 49%	0	1.9	
<b>Teacher Performance (70%)</b>		<b>2.4</b>		

<i>Student Growth</i>			<b>Range for Ratings</b>	
Excellent	85%	3.4	4	
Proficient	68%	2.7	3.3	
Needs Improvement	50%	2	2.6	
Unsatisfactory	< 49%	0	1.9	
Student growth sample		<i>Number of students demonstrating growth</i>	Percentage of Students Demonstrating Growth	Percent Multiplied by 4 (to arrive at the range)
Class #1 (Ex. World Cultures Per. 3)	15	15		
Class #2 (Ex. World Cultures Per. 6)	27	21		
Column Total	42	36	85.71%	3.4
<b>Student Growth (30%)</b>		<b>3.4</b>		

<i>Summative Rating</i>			<b>Range for Ratings</b>	
Excellent	85%	3.4	4	
Proficient	68%	2.7	3.3	
Needs Improvement	50%	2	2.6	
Unsatisfactory	< 49%	0	1.9	

<i>Evaluation Components and Rating</i>	
Teacher Performance (70%)	2.4
Student Growth (30%)	3.4
Final Score	2.70
<b>Summative Rating</b>	<b>Proficient</b>

# Tips/Suggestions

- Invest in the process
- Ask questions
- Consider conducting assessments for practice student growth in non-evaluation years