

Student Learning Objective No Stakes Process

Quincy Public Schools
SLO Joint Committee
August 2014

Why?

- 2010 PERA law mandated major changes for Principal and Teacher Evaluation
 - Beginning in 2012, Principal evaluations included Professional Practice (75%) and Student Growth (25%) In 2014, Principal evaluations will move to 70% and 30%.
 - Beginning in 2016, teacher evaluations will include the same.

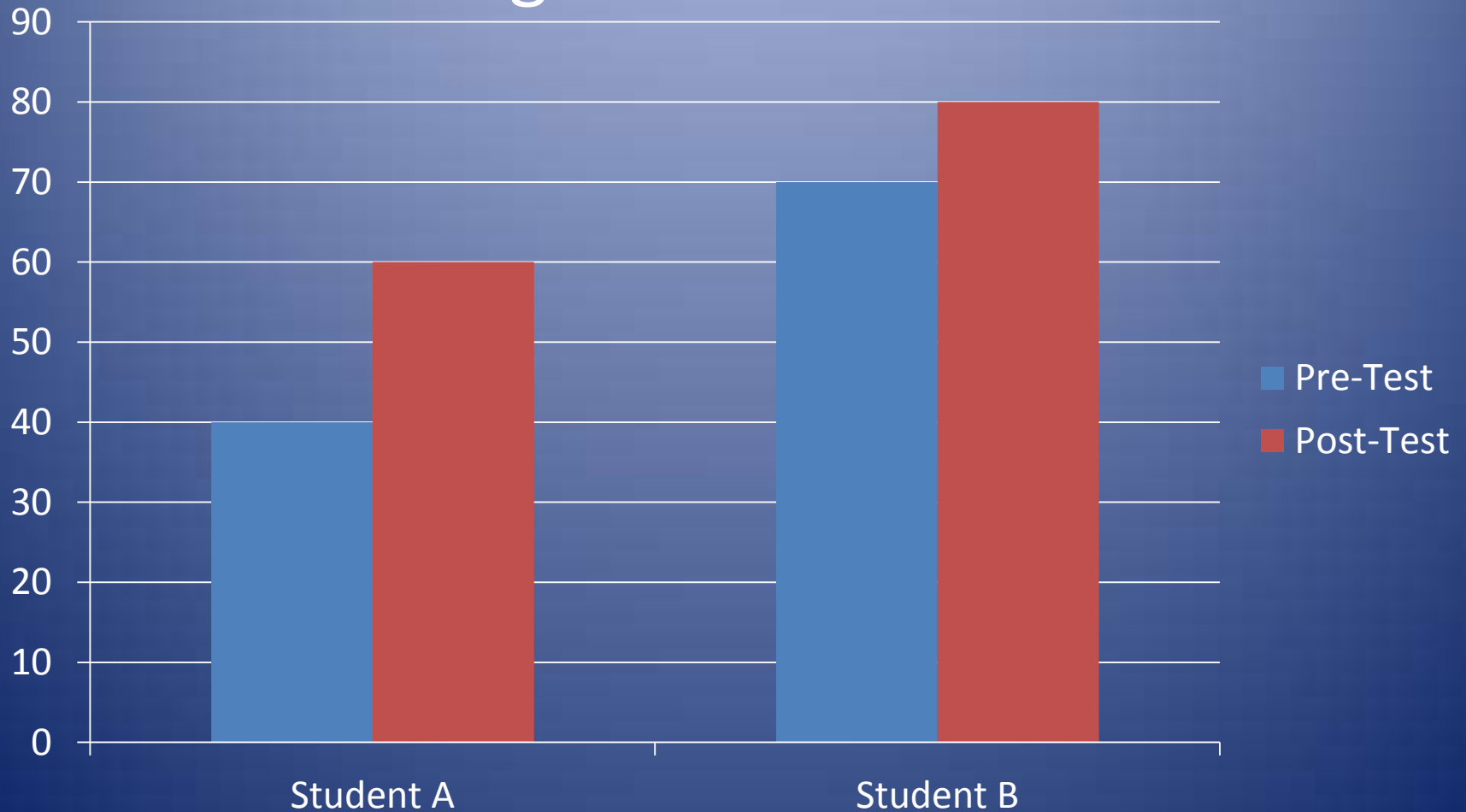
Defining Student Growth

“Student Growth” means demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain on two or more assessments between two or more points in time.

It is NOT attainment.

Ex: Are you proficient or aren’t you?

Example: Student A has greater **growth** than Student B, even though Student B has a higher **attainment**.



PERA Assessment Types

Type I	Type II	Type III
<p>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.</p>	<p>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.</p>	<p>Any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measure student learning in that course.</p>
<p>Ex: ACT, PARCC, MAP, AP Tests</p>	<p>Ex: Common Assessments by course, grade level unit tests</p>	<p>Ex: Approved teacher-created test 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</p>

The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.

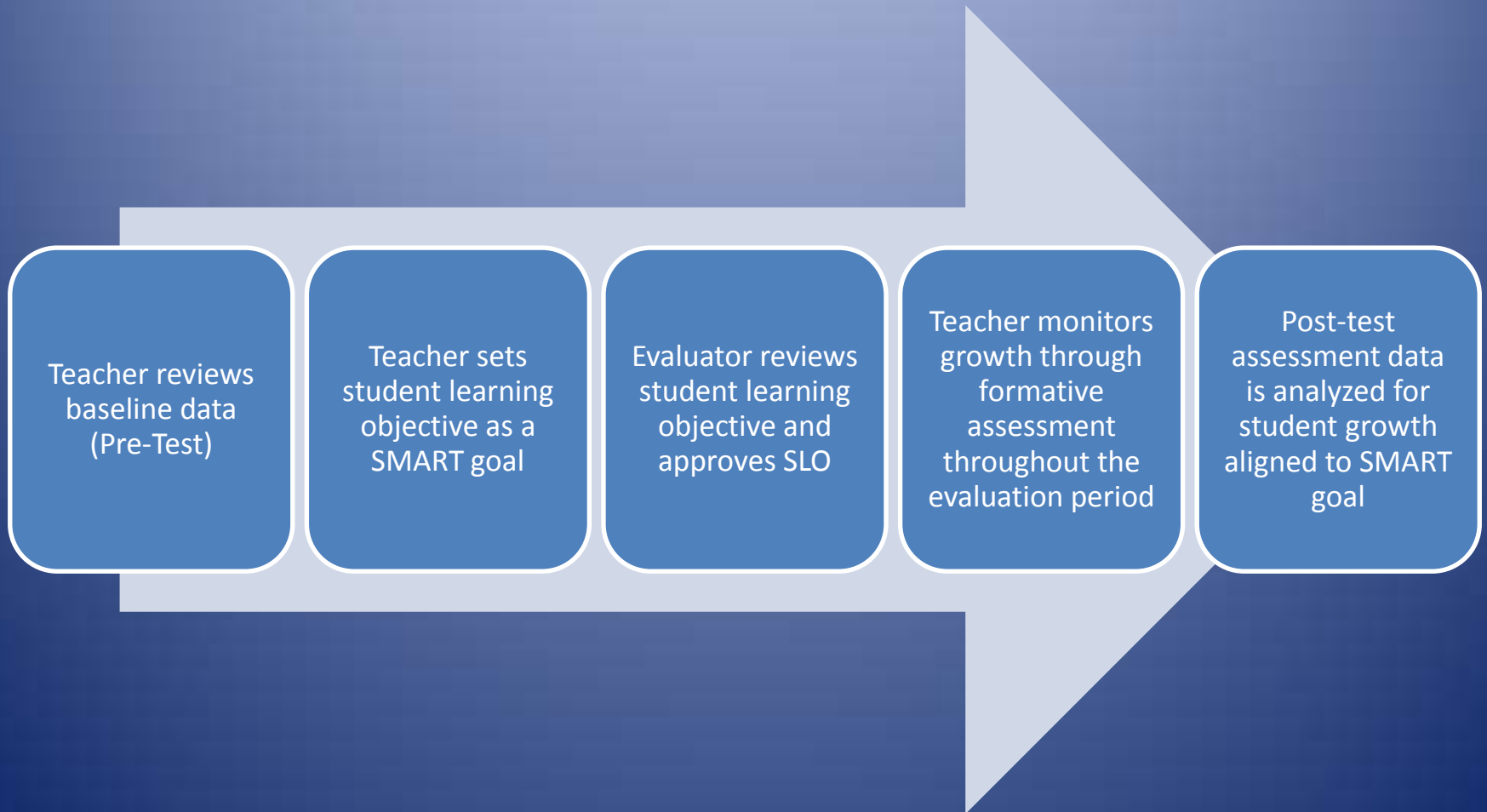
QPS Assessment Info

- The district's current Type I assessments will be difficult to use because of Illinois evaluation timelines, with the exception of MAP assessments for grades 3-8.
- As a result, Type II assessments will be the primary source of data gathering.

QPS Type II Assessment Examples:

- Fountas and Pinnell
- Running Records
- Writing About Reading (WAR)
- Chicago Math (3x/year)
- Presidential Physical Fitness
- Rhythmic Assessment
- Bentley-Berry Music Test
- PLC Course Common Assessments
- KIDS Assessment
- Delaware Writing Rubric

The Student Learning Objectives (SLO) Process



Elements of an SLO Process

1. Learning Goal
2. Assessments and Scoring
3. Expected Growth Targets
4. Actual Outcomes
5. Teacher Rating

QPS SLO Timeline



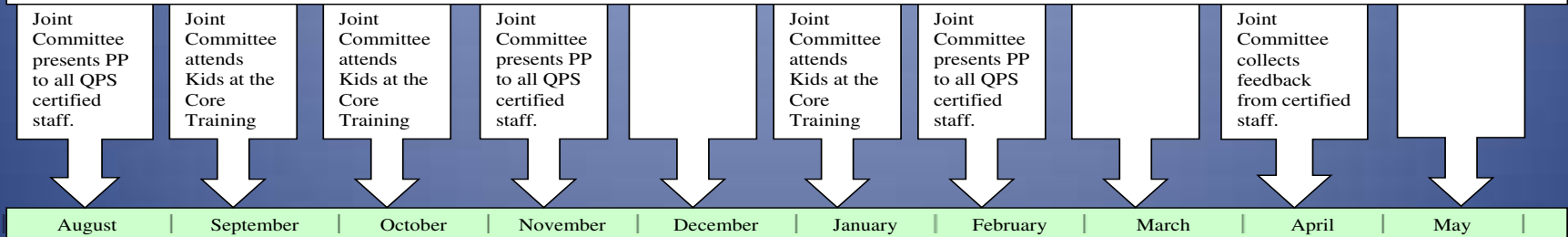
Student Learning Objective Joint Committee

Year Three: District-wide implementation of a no stakes student growth evaluation process aligned with the Illinois Performance Evaluation Reform Act (PERA) and Senate Bill 7.

SLO Joint Committee Members 2014-2015: D. Boster, C. Frericks, C. Vogler, C. Cox, S. Heightman, J. Zeidler, C. Crow, L. Kelle, T. Regner, D. Edgar, R. Owsley, V. Bordenkircher, B. Fleer, J. Stratman

Year One: RIF Joint Committee formed. Committee reached agreement for evaluation changes to four markings – Excellent, Proficient, Needs Improvement, Unsatisfactory. SLO Joint Committee formed and attended first training in June 2013.

Year Two: SLO Joint Committee met regularly to create and revise the Quincy Public School District Student Learning Objective Framework and Process.



Professional Development/Learning

- Year One: ROE training provided by Consortium for Educational Change (CEC) in June 2013
- Year Two: Kids at the Core Training for administrators
- Year Three: Joint Committee Training: Kids at the Core Training and ROE Foundational Services
- Future meeting date schedule was defined. With few exceptions, the team will meet on the last Monday of the month from 3:45-5:15.

Aug 25, Sept. 29, Oct 27, Nov 24, Dec 15, Jan 26, Feb 23, March 30, April 27, May 18

Resources

- Year One: ISBE PERA and PEAC resources, CEC documents and online resources
- Year Two: ISBE PERA and PEAC resources, CEC documents and online resources, Kids at the Core resources
- Year Three: ISBE PERA and PEAC resources, CEC documents and online resources, Kids at the Core resources, ROE Foundational Services resources

Parent and Community Engagement

- Year One: Awarded Commit to the Core grant. Provided public service announcements.
- Year Two: Continue Parent and Community involvement opportunities with Parent Institutes for awareness of new Illinois State Standards.
- Year Three: Continue Parent and Community involvement opportunities with Parent Institutes for awareness of new PARCC assessments.

Who?

The joint committee agreed to move forward with no-stakes student growth and embrace this opportunity as a learning process for goal setting and measurement of student growth.

Goals	Non-Tenured First Year	Non-Tenured 2nd-4th Year	Tenured Evaluation Year	Tenured Non Evaluation Year
Performance	Optional	Required	Required	Optional
SLO NO STAKES	Optional	Recommended	Recommended	Recommended

Next Steps for Teachers

2014-2015 School Year

- Determine Type 1, 2 or 3 assessment to be utilized for student growth.
- Plan and administer Type 2 common pre-assessment data early in school year, prior to September 19th. Review Type 1 MAP data for grades 3-8.
- Evaluate baseline data and draft SMART goal aligned to the data.
- Schedule first meeting with evaluator for pre-conference.