

# STUDENT GROWTH GOALS

Quincy Public Schools  
March - April - May  
2015

# WHY?

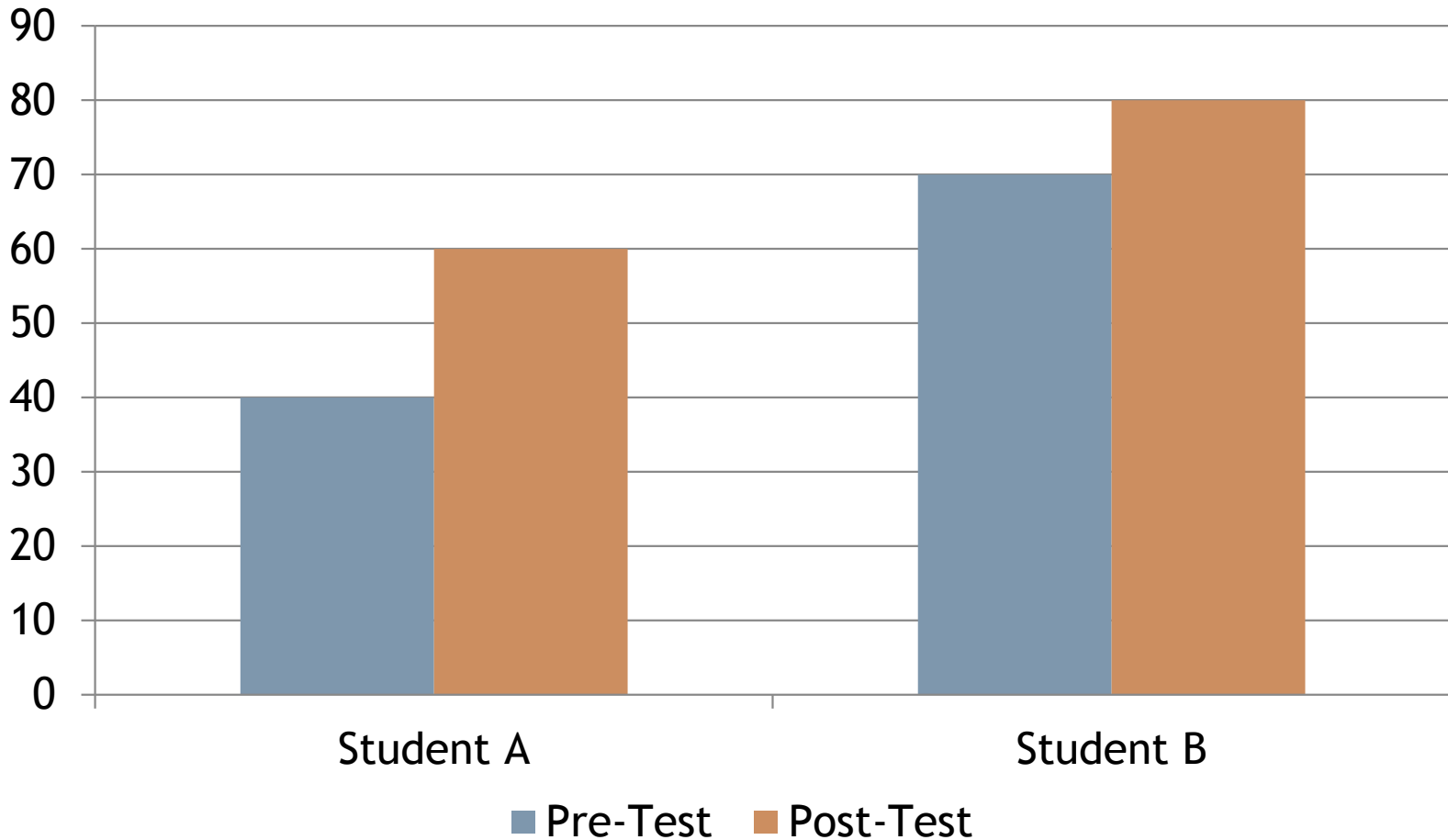
- ◎ 2010 PERA law mandated major changes for Principal and Teacher Evaluation
  - Began in 2012, Currently, principal evaluations include Professional Practice (70%) and Student Growth (30%)
  - Beginning in 2016-2017, teacher evaluations will include the same.

# 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.

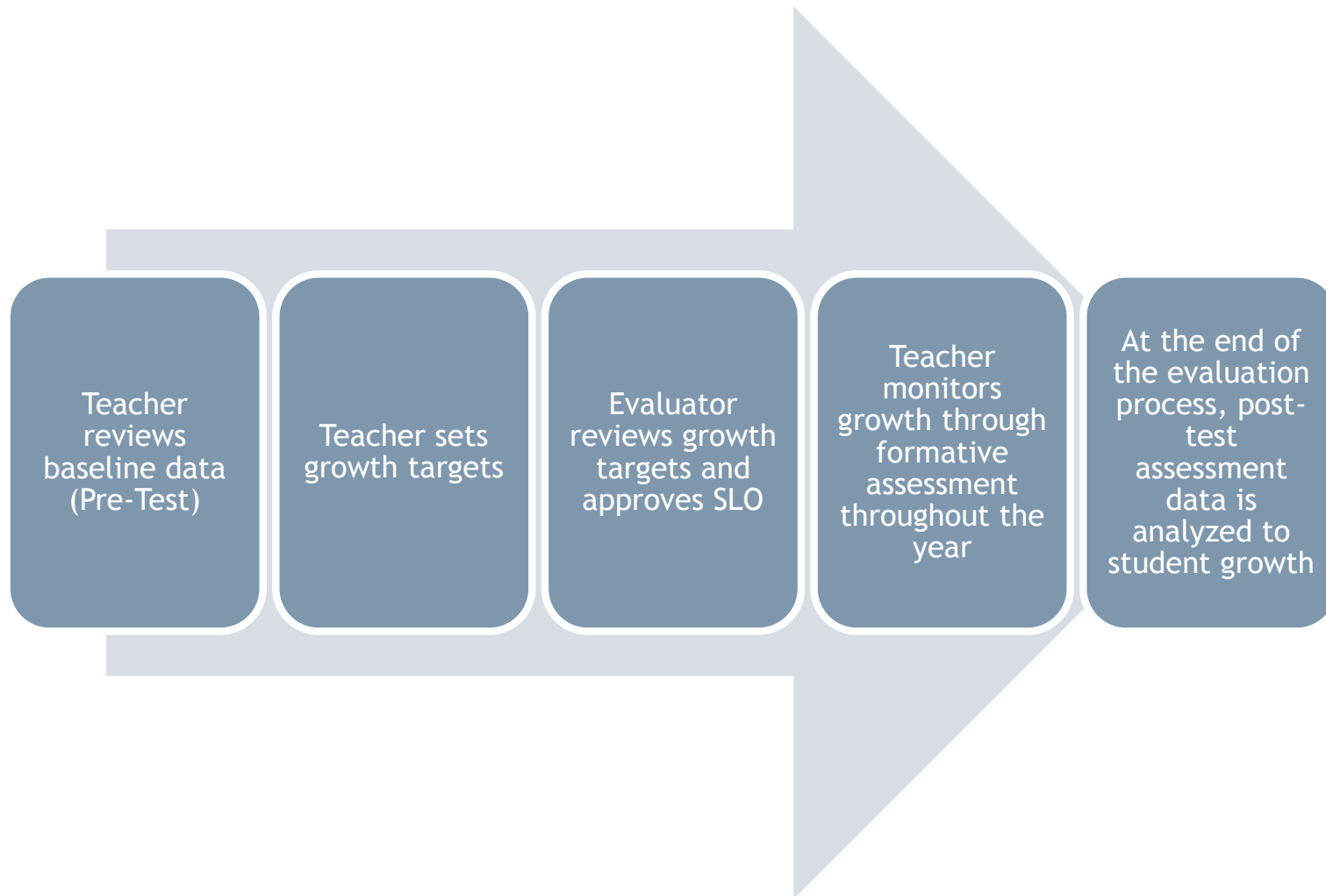


# PERA ASSESSMENT TYPES

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same assessment items, is scored by a non-district entity, and is widely administered.	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject areas.	An assessment that is rigorous, aligned with the course's curriculum, and that the teacher and evaluator agree measures student learning,
Ex: The ACT, Stanford 10, ISAT, MAP, AP Tests	Ex: Common Assessments by course	Ex: Teacher-created test

Each teacher must be evaluated using: At least (1) Type I or Type II assessment and at least (1) Type III assessment . (2) Type II assessments may be used in lieu of the previous combinations.

# THE STUDENT LEARNING OBJECTIVES (SLO) PROCESS



# EXAMPLES FROM PRINCIPAL EVALUATION AND TEACHER PILOT

- ◎ SLO Pilot Process

  - Volunteer Teachers

- ◎ Student Growth Goal/Outcomes

  - Principal(s)

- ◎ Example Data Tables

  - Volunteer Example

WHAT IS MOST IMPORTANT NOW?

**Ensuring that our  
Common (Mirrored)  
Assessments are  
Quality  
Assessments**



# KEY COMPONENTS OF QUALITY ASSESSMENT

## 1) Skill-based versus fact-based

FACTS - know, recognize, identify...	SKILLS - applying skills or knowledge in a different setting
Define a dominant trait Define a recessive trait Define Co-Dominance	Read about a disease and determine the type of inheritance.

## 2) Mirrored Pre and Post (form and complexity)

Basic: Readily Accessible	Standard: Moderately Complex	Expanded: Very Complex
2 questions	5 questions	2 questions
2 questions	4 questions	3 questions
2 questions	3 questions	1 question
6/24 questions =25% of test	12/24 questions =50% of test	6/24 questions =25% of test

# KEY COMPONENTS OF QUALITY ASSESSMENT

## 3) Alignment and Stretch

- Items assess the standards
- Some items/tasks will be of value beyond the year
- “Low end” and “high end” concepts (prerequisite and subsequent learning)

## 4) Rigor and Complexity

- Items/tasks are appropriately challenging
- Items/tasks require strategic and extended thinking
- Multiple choice questions are rigorous or complex
- Skills are assessed at multiple depths of complexity

# KEY COMPONENTS OF QUALITY ASSESSMENT

## 5) Format Captures True Mastery

- Items/tasks are written clearly
- Assessment is free from bias
- Standards are assessed across multiple items/tasks
- Items types and length of the assessment are appropriate for grade level
- Tasks and open-ended questions have rubrics that articulate what students are expected to know and do

# NEXT STEPS

## ◎ Department and Grade Level Meetings

- All PLC's should identify the possible pre and post mirrored assessment. *Have copies available.*
- Review where the assessment is in the stages of completion.
- Identify changes needed to the assessment based on new learning and the SLO pilot.

# QUESTIONS/ ANSWERS

- ◎ SLO Representatives will allow time for Q/A
- ◎ Questions will be shared at next SLO Joint Committee Meeting
- ◎ Please complete the SLO End of Year Survey 2015 at the following link:

<https://www.surveymonkey.com/s/SLOEndofYearSurvey2015>