

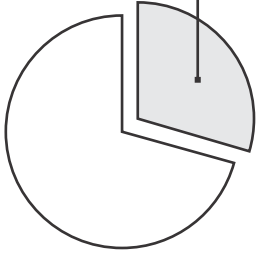
SLO[®]

SURVIVAL GUIDE



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.

Up to 30% of a teacher's evaluation will be based on student growth by 2016



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*

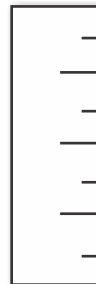
*Only if no Type I or II is available

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.

Key Variables

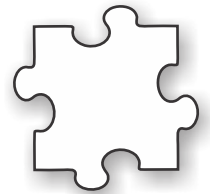
The Committee will consider two primary variables:



Measures are the instruments, assessments, protocols, rubrics, and tools that are used in determining student growth.

Models are the state or district systems of teacher evaluation, including all of the inputs and decision points

(e.g., measures, instruments, processes, training, and scoring) that result in determinations about the effectiveness of individual teachers.



The goal of the committee is to determine a fair and equitable combination of measurement and method that best represents student growth across a range of achievement.

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.

PARCC - The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 13 states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be college and career ready.

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

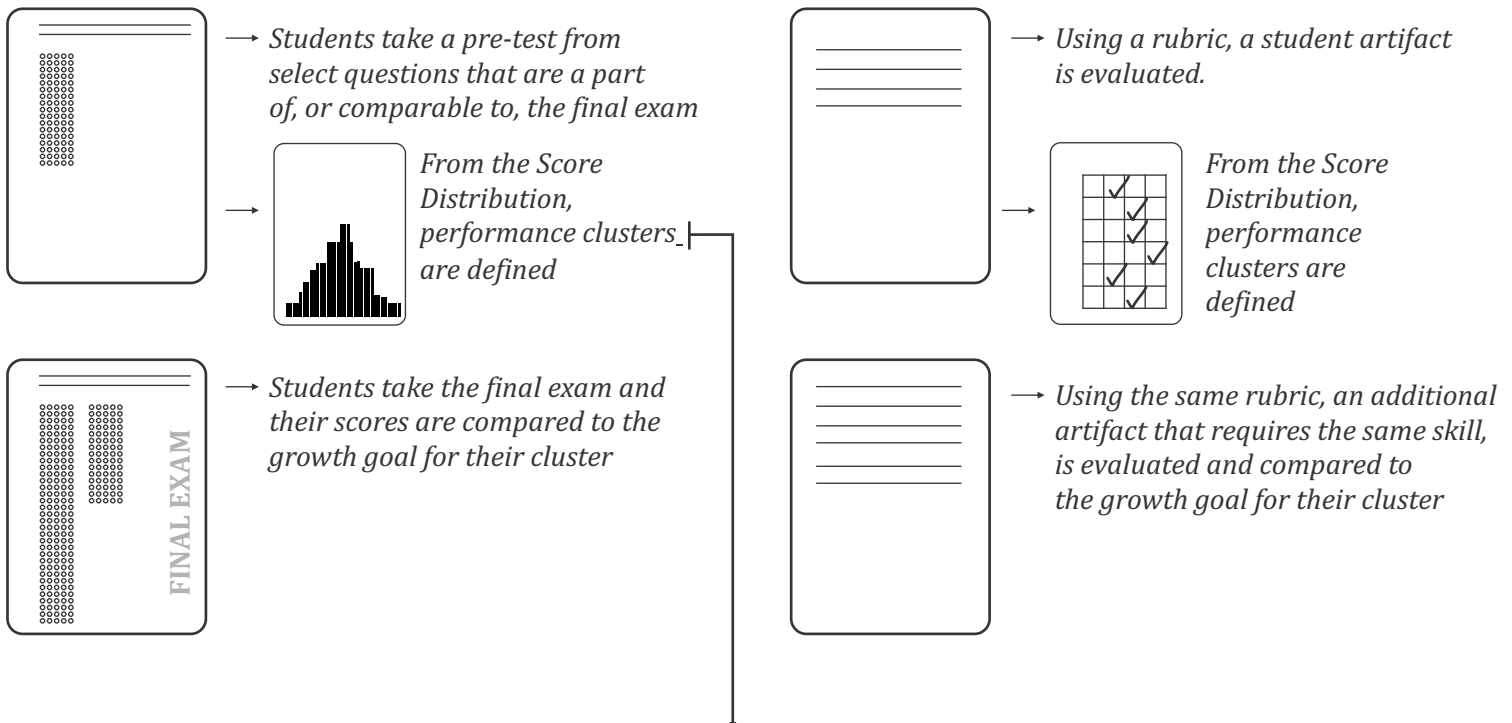
1. What do I want my students to know and to be able to do?
2. What assessments are available, are currently used or can be developed that assess the above?
3. Where are my students starting?
4. What can I expect with regard to growth between pre- and post-tests?



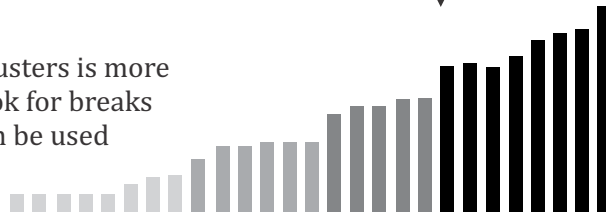
What would an SLO Assessment look like?

ITEM-BASED

PERFORMANCE-BASED



Setting performance clusters is more an art than science. Look for breaks in achievement that can be used to divide the scores into **3-7 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

Guiding Questions

Criteria

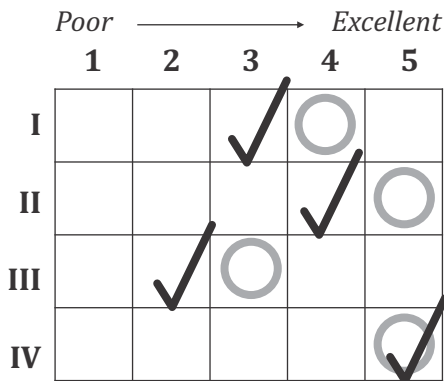
Population <i>Identifies the students who will take the pre and post assessments.</i>	Learning Objective <i>Defines the Big Idea/standards driving learning objective(s) to be achieved.</i>	Assessment <i>The instrument that is used to assess growth.</i>
<p>Who are the students being assessed?</p> <p>What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

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

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

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)

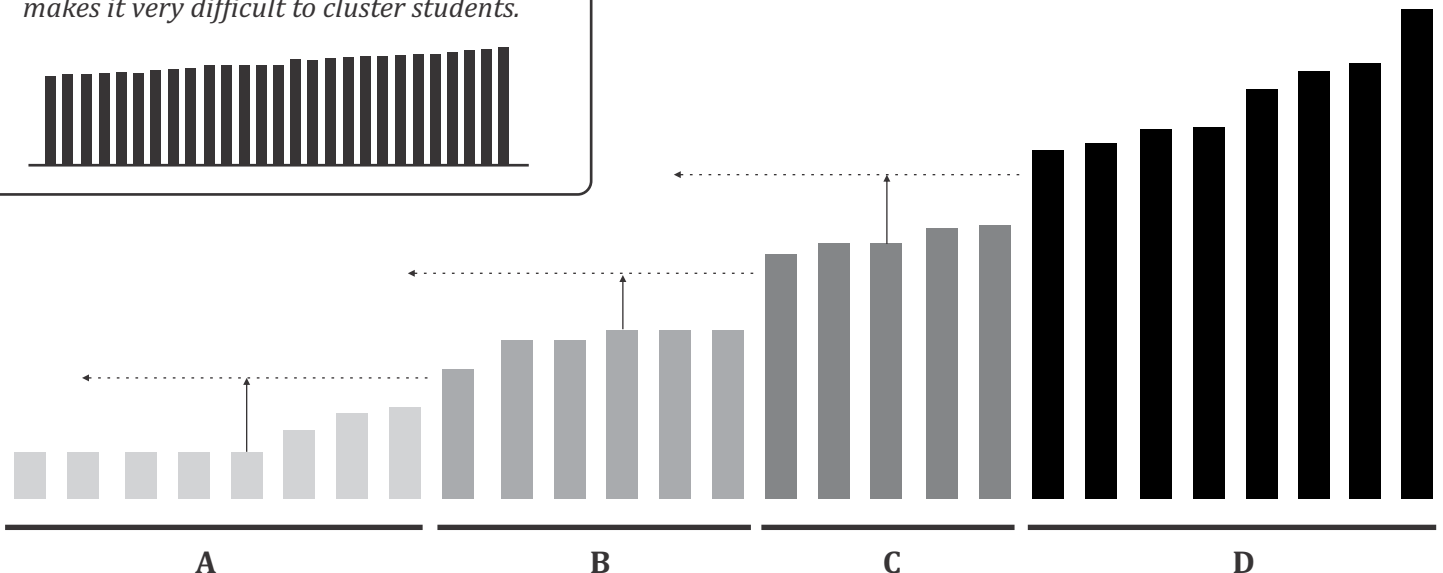
Performance Goal: 3pts

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

oo

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

oo -----

mathematics pre-assessment will score at least an 85 (out of 100)

----- |oo

on the 3rd grade mathematics post-assessment.

S
A
M
P
L
E

Growth Targets

|oo

Determining the tiered targets you aspire for students to hit

Assessment

=====

Determining the instrument/tool that students will use/take

Evaluation Timeline

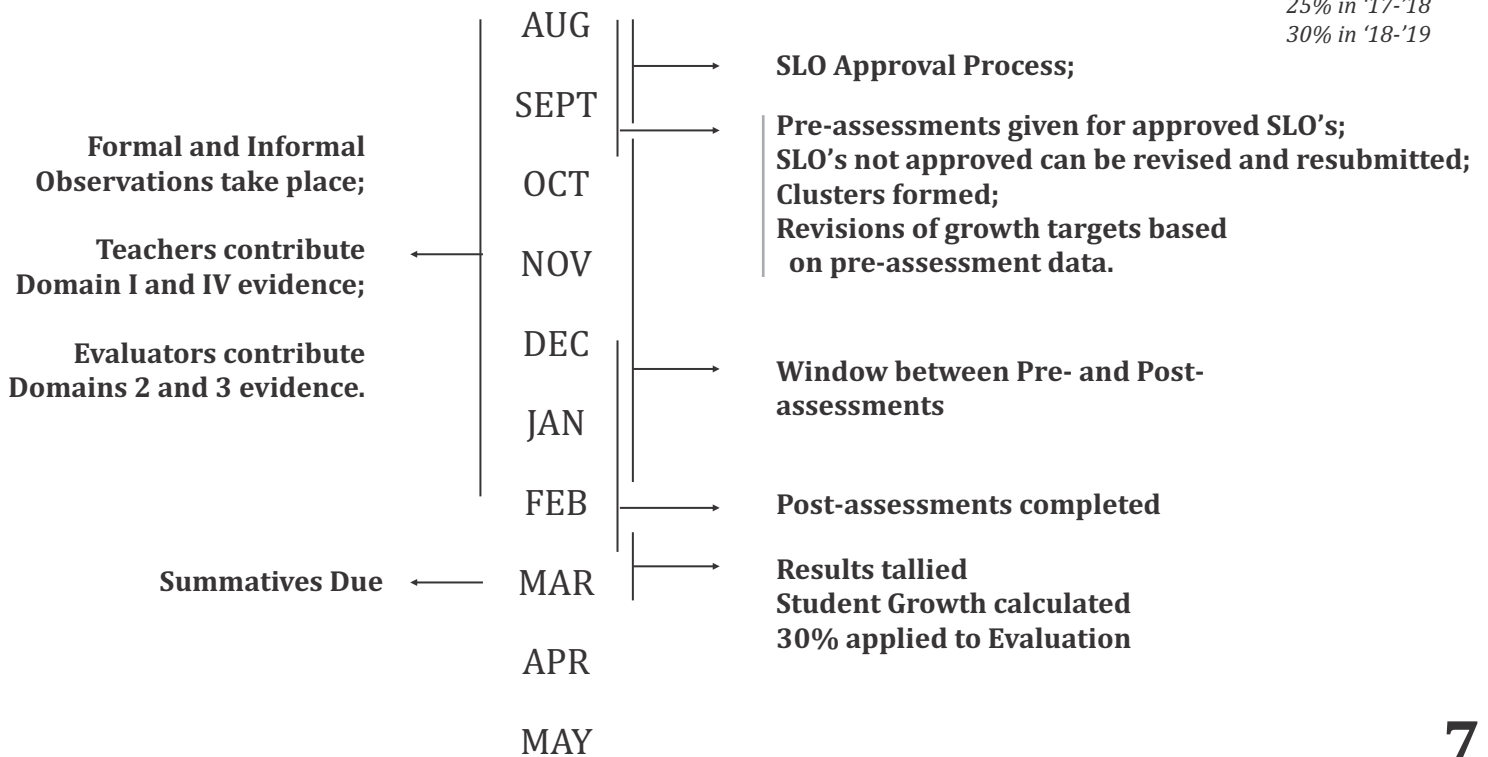


Classroom Observations



Student Growth

→ 25% in '16-'17
25% in '17-'18
30% in '18-'19



SLO[®] Approvals

Step 1 - Population, Objective and Assessment Submitted for Review

Population

Determining who is in each cluster

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.

S
A
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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

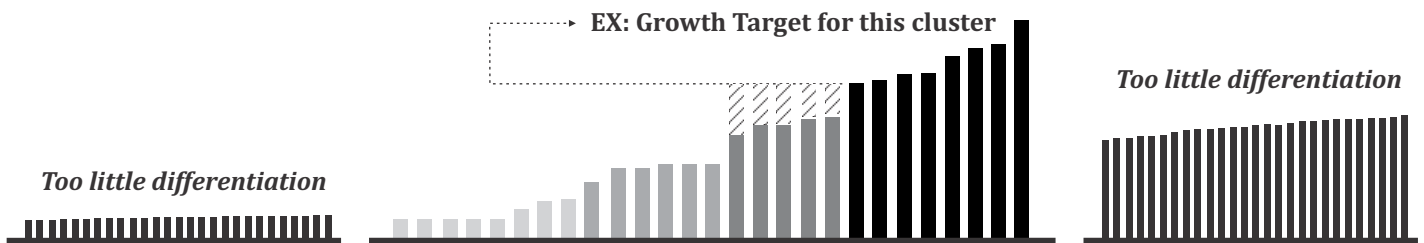
Determining the tiered targets you aspire for students to hit

Assessment

Determining the tool that students will use/take

Step 2 - Once accepted, give your Pre-test (Aug. 24 - Sept. 25)

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



Step 4 - Clusters and Growth Targets Submitted for Review

Step 5 - Prioritize your Objective during instruction

Step 6 - Give your Post-test (Dec. 7 - Jan. 15)

Step 7 - Calculate Growth by Cluster and calculate percentage of students who reached their Growth Target