

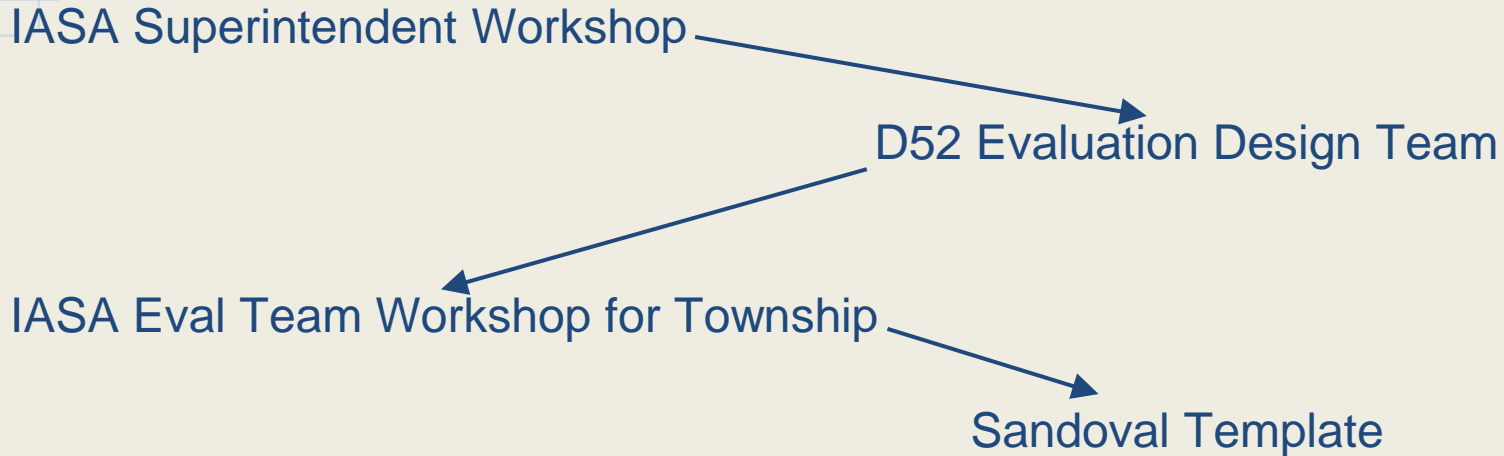


Student Growth Evaluation

Washington GSD 52 / November 2014



Logistics



= Many Meetings

Preface

Improve Student Learning

Concise

User-Friendly Format

Design Team's Purpose

Preface

Living Document

New:

Creation

Implementation

Practice

Preface

Pilot



Practice Run

Not Summative

Introduction

Student Learning Objective (SLO)

Process

Learning Targets and Corresponding Assessment

Teacher Requirements

Tenured

- 2 Year Cycle
 - Year 1 - Sept. to Last Day
 - 2 SLO's
 - Year 2 - Sept. to Jan. 31
 - 2 SLO's

Non-Tenured

- 1 Year Cycle
 - Year 1 - Sept. to Jan. 31
 - 2 SLO's

What / How / When

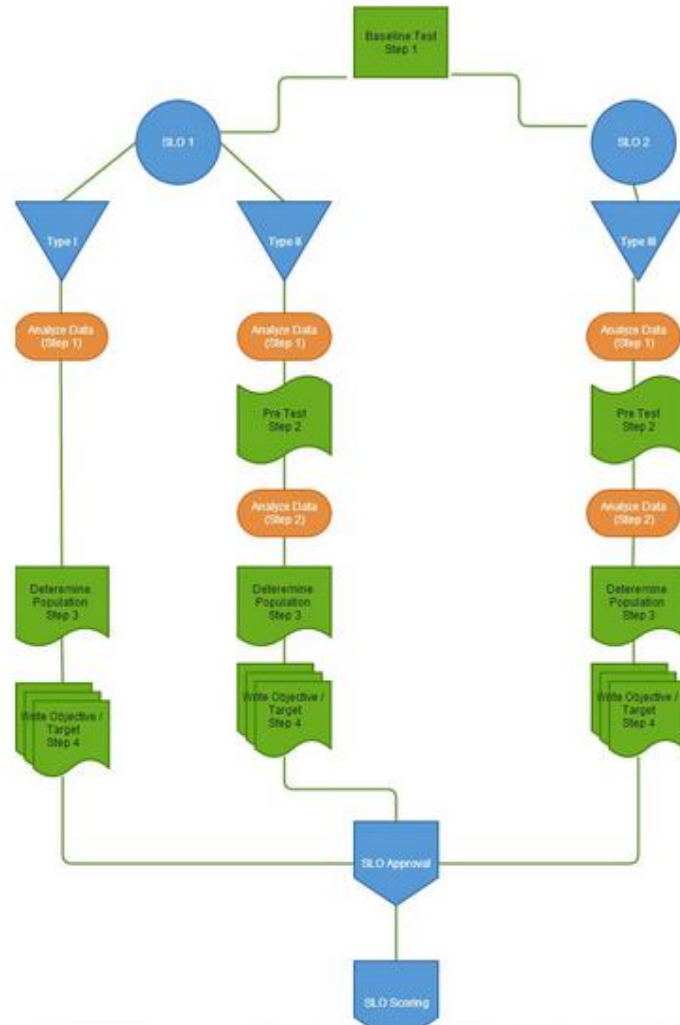
Develop

Approve

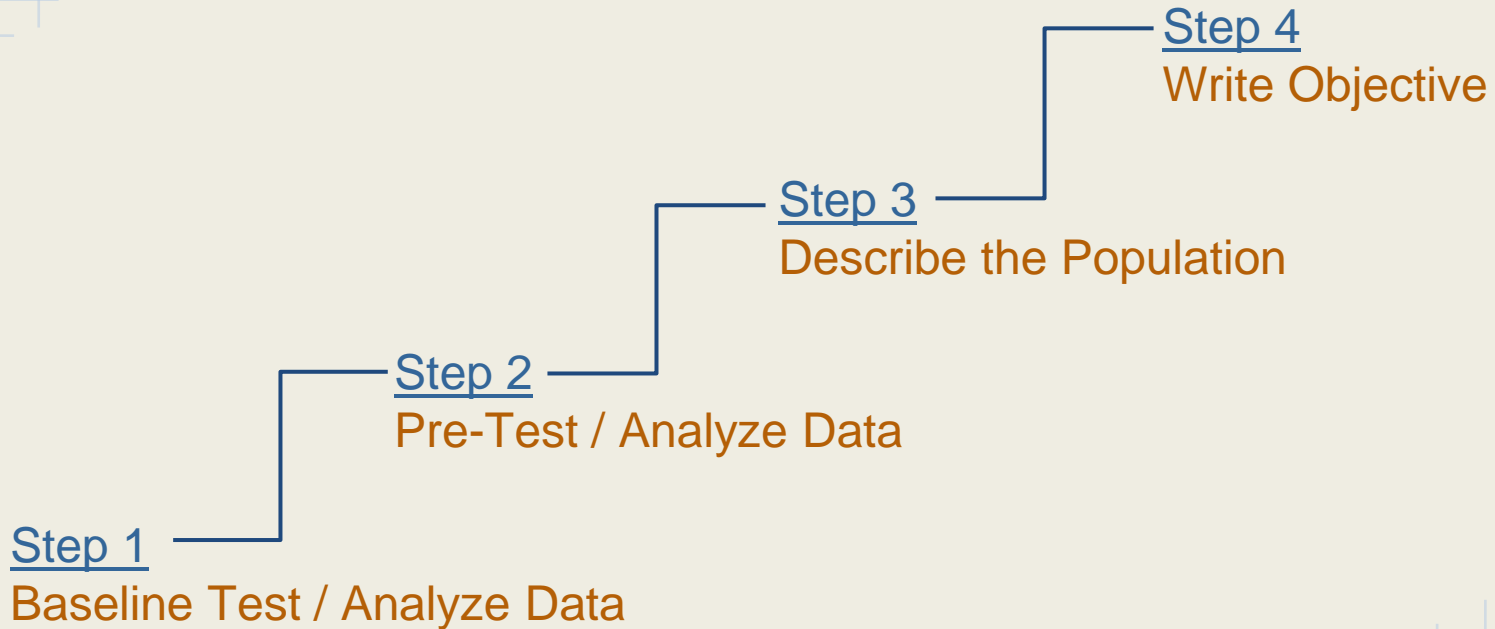
Score

Flow Chart

Flowchart



Develop



SLO Framework

Framework

	Baseline / Analyze Data <i>What does the data show you about students' starting points?</i>	Pre-Test / Analyze Data <i>What further information do you need to identify the population and determine the objective?</i>	Population <i>Who are you going to include in this objective?</i>	Objective <i>What will students learn?</i>
Criteria	<ul style="list-style-type: none">• Be measurable• Targets specific academic concepts, skills, or behaviors• Administered in a consistent manner and data is secure	<ul style="list-style-type: none">• Administered in a consistent manner and data is secure• Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop• Produces timely and useful data• Standardized; has the same content, administration, and results reporting for all students• Aligned with state or district standards	<ul style="list-style-type: none">• 90% attendance is assumed• <u>Pre-test</u> data available for each student included• Exceptions are allowed, based upon evaluator approval	<ul style="list-style-type: none">• Rigorous• Targets specific academic concepts, skills, and behaviors based on standards or district curriculum• Use baseline and Pre-Test data to guide selection and instruction

Develop - Analyze Data

Sub-Groups

- Up to but no more than 5 Sub-Groups

Group	Group Identification	# of Students	Score Range	Objective / Target Score
1	Above 50%	11	803 - 873	829 - 899
2	Between 50% - 25%	8	721 - 783	752 - 814
3	Below 25%	2	645 - 707	683 - 745
4				
5				
Total	-----	21	-----	-----

Develop

	Baseline / Analyze Data <i>What does the data show you about students' starting points?</i>	Pre-Test / Analyze Data <i>What further information do you need to identify the population and determine the objective?</i>	Population <i>Who are you going to include in this objective?</i>	Objective <i>What will students learn?</i>
Criteria	<ul style="list-style-type: none"> • Be measurable • Targets specific academic concepts, skills, or behaviors • Administered in a consistent manner and data is secure 	<ul style="list-style-type: none"> • Administered in a consistent manner and data is secure • Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop • Produces timely and useful data • Standardized; has the same content, administration, and results reporting for all students • Aligned with state or district standards 	<ul style="list-style-type: none"> • 90% attendance is assumed • Pre-test data available for each student included • Exceptions are allowed, based upon evaluator approval 	<ul style="list-style-type: none"> • Rigorous • Targets specific academic concepts, skills, and behaviors based on standards or district curriculum • Use baseline and Pre-Test data to guide selection and instruction
Teacher Response	<p>8.G.6 8.G.7 8.G.8</p> <p>These three standards are all on <u>Pythaorean Theorem</u>. 0% of students were able to get a correct answer on any question dealing with these standards on the 8th grade baseline test.</p>		<p>21 students in my second block class.</p> <p>9 boys 12 girls</p> <p>3 resource students</p>	<p>Students in sub-group 1 (11 students) will achieve 80% proficiency on Pythagorean Theorem post test.</p> <p>Students in sub-group 2 (8 students) will achieve 70% proficiency on Pythagorean Theorem post test.</p> <p>Students in sub-group 3 (2 students) will achieve 60% proficiency on Pythagorean Theorem post test.</p>

Approve

Teacher Checklist and Timeline

Forms for Guidance

Approval

Disputes

Professional Discussion

Scoring

Results Form

Sub-Group 1	Student Name	Pre-Test Score Range	Obj / Target Score	Post-Test Score Range	Met (Check Mark)
1	A. Anderson	829	855	867	x
2	B. Banderson	820	846	844	
3	C. Canderson	854	880	902	x
4	D. Danderson	803	829	831	x

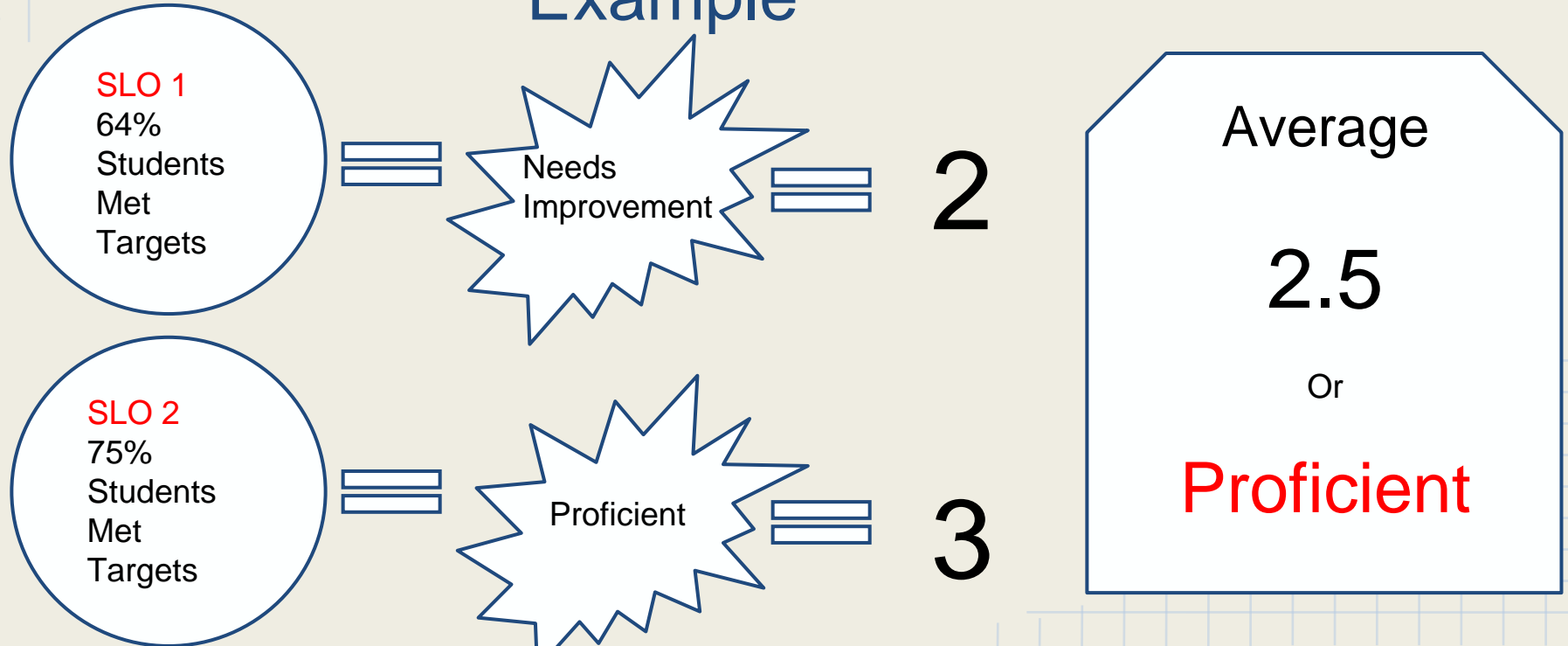
Scoring

Performance Thresholds

Performance Ratings	Thresholds
Excellent	<ul style="list-style-type: none">• At least 80% of total population met objective/target
Proficient	<ul style="list-style-type: none">• 65-79% of total population met objective/target
Needs Improvement	<ul style="list-style-type: none">• 50-64% of total population met objective/target
Unsatisfactory	<ul style="list-style-type: none">• Less than 50% of total population met objective/target

Scoring

Example



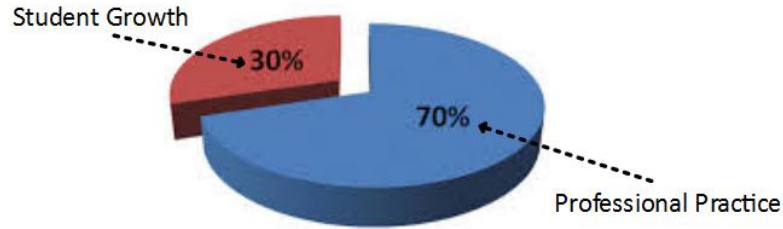
Scoring

Teacher Rating - Student Growth

Student Growth Evaluation Rating	Threshold
Excellent	3.5 or higher
Proficient	2.5 to 3.49
Needs Improvement	1.5 to 2.49
Unsatisfactory	Less than 1.5

Summative

Professional Practice and Student Growth Connected



Student Growth

	1	11	12	13	14	15	16	17	18	19	2	21	22	23	24	25	26	27	28	29	3	31	32	33	34	35	36	37	38	39	
1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
33	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
34	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
36	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
37	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
39	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
40	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Professional Practice

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

