



Illinois State Board of Education

Components of the State Performance Evaluation Model

Triple I Conference

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What is the Goal?

- The goal of a performance evaluation plan that includes measures of student growth is to improve teaching and learning.





Illinois Administrative Code

- The minimum requirements for the establishment of valid and reliable performance evaluation plans for certified employees.
 - 50.30 Definitions
 - 50.110 Student Growth Components



Illinois Administrative Code

- A school district shall conform to the requirements of these sections for any portion of the performance evaluation plan for which its joint committee could not reach agreement.

- 50.210 State Performance Evaluation Model
- 50.220 Student Learning Objective Process
- 50.230 Performance Evaluation Rating



Definition

- "State performance evaluation model" means those components of an evaluation plan that address data and indicators of student growth that a school district is required to use in the event that its joint committee fails to reach agreement.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



Student Growth Component

- The performance evaluation rating assigned shall adopt a performance evaluation plan in which student growth is 50 percent of the performance evaluation rating assigned.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(a))



Student Growth Component

- Any joint committee that cannot agree upon one or both of the assessments required shall employ a student learning objective (SLO) process to identify how student growth will be measured for the applicable category of teacher for which no agreement is reached.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(b))



Definition

- "Student learning objective process" or "SLO process" means a process for organizing evidence of student growth over a defined period of time that addresses learning goals that are measurable
 - and specific to the skills or content being taught and the grade level of the students being assessed,
 - and are used to inform and differentiate instruction to ensure student success.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



Student Growth Component

- Teachers in the category for which agreement was not reached, or their representatives, shall recommend at least two but no more than four SLOs in response to each assessment for which no agreement was reached.
 - The qualified evaluator shall choose the SLO to be used in the performance evaluation from among the options presented by the teachers.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(b)(1))



Student Growth Component

- Each learning goal of the SLO shall be aligned to the needs of the teacher's students or the classroom and shall be based on:
 - schoolwide or districtwide initiatives that address the content of the learning goal; and/or
 - the school improvement plan, as the plan may relate to the content of the learning goal.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(b)(1)(A))



Student Growth Component

- The assessment of the SLO shall support and measure the applicable learning goal.
 - An adaptive conditional measurement model shall be employed to determine student growth specific to the learning goal being measured.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(b)(1)(B))



Definition

- "Adaptive conditional measurement model" means a measurement model used to analyze assessment data to determine student growth that consists of at least
 - a collection of baseline data that is used to determine student growth expectations for all students or for individual and/or groups of students and
 - the recording of student outcomes in comparison to the growth expectations identified.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



Student Growth Component

- Any assessment identified under this subsection shall not be the same assessment upon which the joint committee could not reach agreement.
 - If two assessments are to be identified under this subsection, then at least one shall be used by more than one teacher in the building or across the district,
 - or by students in one grade level or course, if there is no more than one teacher in a particular category.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(b)(1)(B))



Student Growth Component

- The growth expectations for the applicable learning goal shall be aligned to the needs of the teacher's classroom and students.
 - Growth expectations also shall be reviewed at the midpoint of the interval of instruction and modified as may be necessary, provided that the teacher and the qualified evaluator mutually agree to any modifications to be made.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(b)(1)(C))



Definition

- "Growth expectation" means the outcome that students are expected to achieve by the end of the instructional period and includes consideration of a starting level of achievement already acquired and determination of an ending goal for the level of achievement to be reached.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.30)



Student Growth Component

- In the event that the qualified evaluator determines that one or more of the SLOs do not meet the requirements, the qualified evaluator shall request that the teacher or teacher representatives propose an alternative to each SLO that the qualified evaluator finds inadequate.
 - The qualified evaluator shall choose the SLO to be used in the performance evaluation either from among those SLOs developed or those proposed.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(b)(1)(D))



Student Growth Component

- Results from each assessment shall constitute 50 percent of the final student growth rating to be assigned.
 - The teacher and the qualified educator shall agree in writing to the determinations made.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(b)(2) and (3))



Student Growth Component

- Any joint committee that agrees on the assessment to be used but cannot agree on the measurement model shall employ an adaptive conditional measurement model to determine student growth specific to the student growth expectations.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(C))



Student Growth Component

- Any joint committee that cannot agree to a process to consider certain student characteristics (e.g., special education placement, English language learners, low-income populations) in each measurement model shall employ an SLO process to make that determination.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(d))



Student Growth Rating

- Any joint committee that cannot agree to the rating scale to be used to determine the student growth rating to be assigned shall determine the student growth rating by totaling the percentage of students meeting the growth expectation from each assessment used to determine student growth and averaging that result, rounding to the nearest whole number.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.210(e))



Example

	A1	A2	A3	A4	Growth Target	Outcome
Juliet	Emerging	Developing	Developing	Capable	Capable	✓
Manuel	Emerging	Emerging	Developing	Emerging	Developing	-
Melissa	Developing	Developing	Capable	Capable	Capable	✓
Richard	Beginning	Beginning	Emerging	Developing	Developing	✓
Tony	Developing	Developing	Capable	Experienced	Experienced	✓
Jessica	Developing	Developing	Capable	Capable	Experienced	✓

Step 1: $5/6 = 0.833$

Step 2: 83% of students met their identified growth target.



Student Learning Objectives

- The information assembled as part of the SLO process shall address at least the following elements for each of the learning goals identified.
 - The State Board of Education will make available an SLO template on its website that districts may choose to use or adapt for this purpose.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.220)



Student Growth Component

- A list of the student population whose achievement will be measured for the purpose of determining student growth;
 - A description of the learning goal.
 - Standards associated with the learning goal.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.220(a))



Student Growth Component

- A description of the assessments and scoring procedures that measure students' understanding of the learning goal.
 - Identification of growth expectations established at the beginning of the SLO process.
 - Identification of adjustments made to the identified growth expectations at the midpoint of the SLO process, as applicable.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.220(d), (e), and (f))



Student Growth Component

- Documentation of the number or percentage of students who achieved the identified growth expectations.
 - An explanation of how the qualified evaluator translates the number or percentage of students who achieved the identified growth expectations into a final student growth rating; and
 - A final growth rating assigned at the conclusion of the SLO process.

(Illinois Administrative Code Part 50, Sub. A, Sec. 50.220(g), (h), and (i))



Resources

- Illinois Administration Code Part 50
 - www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf



Resources

- Student Growth Training Module Series
- Guidance Documents
 - Guiding Principles for Classroom Assessment
 - Guidebook on the SLO Process
- Example SLO and Assessments

www.isbe.net/assessment/htmls/balanced-asmt.htm



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