Student Growth notes:

Student Growth Performance Standards

Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures.

The document describes the student growth performance standards. Teachers in each designation category will generally exceed these minimum averages, however, the overall holistic review may allow for student growth ratings that are nominally lower than these stated minimums in some cases.

Statewide Student Growth Performance Standards

The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	**60%** of students meet or exceed expected growth	**70%** of students meet or exceed expected growth

Calculating:

Percentage of students = $\dfrac{\textit{Number of students who met or exceeded growth expectation}}{\textit{Total number of students with an expected growth score (who completed final assessment)}}$

District Pre- and Post-Tests

District Pre- and Post-Tests are student growth measures that focus on assessments as the basis for determining students' skill levels entering a course and exiting a course. They are designed to quantify growth at the individual student and/or teacher level.

District Pre- and Post-Tests, use assessments to determine entering and exiting skill levels for students, but they are based on district-level assessments instead of state assessments. Districts would be free to decide whether to use district-created assessments or assessments secured from a third party. The level of formative feedback and data analysis available with District Pre- and Post-Tests would be dependent on how the district collects, disaggregates, and shares student results with teachers.
District Pre- and Post-Tests allow for greater comparability across campuses – students are taking the same assessments and the interpretation of assessment results are generally objective and mathematical. The challenges with District Pre- and Post-Tests lie with the value of the feedback in improving instruction. Knowing how much a student or a group of students grew over time doesn't necessarily indicate which actual instructional practices either lead to or hindered that growth.

District Pre- and Post-Tests

Pros	Cons
Less campus-level support required for implementation	Feedback less insightful at the instructional level
Results more objective, quantifiable, and comparable between campuses	Ratings based on assessment results (don't include teacher behaviors)
	Assessment-driven process

QISD Draft plans

QISD will use PRE and POST Test for the Student Growth Measure.

Elementary:
Assessment to use:
PK-CLI
K-1 - Map Reading
2-3 - Map Reading & Math
4-5 Map Reading , Math & Science

PE - Fitness Gram
Music - TBD
ESL - MAP
Intervention - MAP
SPED -MAP

When - 4 week window after 1st day of school
             4 week window prior to last day of school
Monitors : Principals, Counselors, librarians

Scoring/ Growth Percentages
70% - Recognized
80% - Exemplary
90% - Master

JH

 Beginning/middle/End of year assessment - Campus Approved assessments, Maps, Renaissance

- BOY State Assessment
- EOY State Assessment

HS

Use pre approved assessment in all areas BOY and & EOY.

***** Campuses are currently researching available resources to implement Pre-Post tests.