Pekin Public Schools District #108 Student Learning Objective (SLO) and Growth Guidebook

Using Student Growth Measures to Supplement PGP

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Pekin Public Schools District #108 PERA Joint Committee:

Pekin Public Schools District #108 extends its appreciation to the PERA Joint Committee for their generous contribution of time and effort in the development and revision of the Professional Growth Process for full PERA implementation beginning in the 2016-2017 school year.

The District's evaluation process based on Charlotte Danielson's Framework for Teaching has been in effect since the 2008-2009 school year, with revisions made in 2011-2012 to incorporate a 4 rating system.

The District established a PERA Joint Committee in the fall of 2015 to begin meeting and designing an evaluation plan to incorporate student growth as required by Part 50 of the IL Administrative Code.

The committee is comprised of professionals representing all of Pekin Public Schools District #108. The equal representation includes members of the Education Association of Pekin and District #108 Administration /Board of Education. A special thank you is extended to those individuals that dedicated their time and effort to this important work.

Fall 2020 Members of Pekin Public Schools District #108 PERA Joint Committee:

Kelly Cole – Board of Education
Amy Lydic and Tonya Bruns– Teachers, Co-Presidents Education Association of Pekin (EAP)
Leonard Ealey – Assistant Superintendent
Joe Franklin – Director of Human Resources
Dina Janssen – Early Childhood Teacher
Melissa Lard – Principal Dirksen Primary
Angela Brush– Literacy Leader
Josh Norman – Principal Wilson Intermediate
Rachael Cavallini – Music Teacher
Bill Heisel – Principal Edison Junior High School
Jenny Abel – Jr. High Science Teacher
Jeana Lorengo – Special Education Teacher

Introduction

In 2010, Illinois PERA law changed how principals and teachers are evaluated; now requiring that student growth measures make up a significant portion of the evaluation/appraisal process. Equal representation of administrators and teachers formed the Pekin District #108 PERA Joint Committee and met throughout the 2015-2016 SY to make decisions and include student growth as a "significant factor" in teacher appraisals, in compliance with state law. The Pekin District #108 PERA Joint Committee chose Student Learning Objectives, or SLOs, as the framework for these student growth measures.

By using Student Learning Objectives (SLOs) in an accurate and meaningful way, teachers can implement strategies to allow the students to achieve their highest potential and maximize growth. Using SLOs allows the teacher to monitor student progress throughout the year and adapt teaching methods accordingly.

SLOs also connect to the *District # 108 PGP Plan and Framework for Teaching,* representing another aspect of teacher effectiveness. Multiple measures of teachers' practice, which include frequent observations using the District #108 *Framework for Teaching*, conferences, regular feedback, and student growth measures, provide a comprehensive picture of a teacher's performance, and create meaningful dialogue and evaluations.

The district began implementation of Student Learning Objectives (SLOs) in 2016-2017.

Introduction to Student Growth

Teachers and Evaluators use Student Learning Objectives (SLOs) to set targets and measure the extent to which targets have been achieved. The Student Learning Objectives (SLOs) themselves do not measure student growth but rather outline a process in which growth can be measured through various tools.

Student Growth is defined as a measurable change in a student's or group of students' knowledge or skills, as evidenced by two or more assessments between two or more points in time.

Summative Evaluation Rating

In accordance with State requirements, student growth will represent approximately 30% of a teacher's summative evaluation rating. The remaining portion of the rating comes from professional practice. Student growth ratings will be combined with the professional practice ratings to arrive at one summative evaluation rating. At the end of the evaluation cycle, teachers will receive a summative evaluation rating of one of the following: "Excellent," "Proficient," "Needs Improvement," or "Unsatisfactory." The table below illustrates how the summative evaluation rating will be determined.

		Teacher Professional Practice			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth	Unsatisfactory	Unsatisfactory	Unsatisfactory	**Needs Improvement	Excellent
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Proficient	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Excellent	Needs Improvement	*Needs Improvement	Excellent	Excellent

Within 10 calendar days of receiving a Summative Evaluation rating documenting a Professional Practice rating of Needs Improvement and a Student Growth rating of Excellent, a teacher may provide additional student growth data in support of a change in overall summative rating to the level of "Proficient." The data would be supplied to the Superintendent or designee for review. Results of this review and subsequent final rating will be forwarded to both the teacher and the evaluator.

** Within 10 calendar days of receiving a Summative Evaluation rating documenting a Professional Practice rating of Proficient and a Student Growth rating of Unsatisfactory, a teacher may provide additional student growth data in support of a change in overall summative rating to the level of "Proficient." The data would be supplied to the Superintendent or designee for review. Results of this review and subsequent final rating will be forwarded to both the teacher and the evaluator.*

SLO Guidelines

The district's PERA Joint Committee has decided to not "identify" a Type I or Type 2 Assessment to be used for student growth, therefore defaulting to the use of (2) Type III assessments for each category of teacher.

This decision allowed us to delay the use of a second Type III assessment until the second year of implementation (17-18 school year). The first year of implementation was the 16-17 school year.

The evaluation cycle differs for Tenured teachers with Excellent or Proficient ratings compared to Non-Tenured teachers and Tenured teachers with Needs Improvement or Unsatisfactory ratings.

Tenured teachers with Excellent or Proficient ratings experience a **two year** evaluation cycle, while Non-Tenured teachers and Tenured teachers with Needs Improvement or Unsatisfactory ratings experience a **one year** evaluation cycle.

Below is an outline of the timeline to be used:

2019-2020 **COMPLETED**	All Non-Exempt, Non-Tenured Certified Staff will write (2) SLOs. All Non-Exempt, Tenured Certified Staff rated as Unsatisfactory or Needs Improvement in their last summative evaluation will write (2) SLOs. All Non-Exempt, Tenured Certified Staff rated as Proficient or Excellent in their last summative evaluation will write (1) SLO to reach the (2) required in their 2 year evaluation cycle. **COMPLETED**	All goals written and approved by November 1. SLOs must be completed and scored by March 1 for all Non-Tenured Certified Staff. SLOs must be completed and scored by March 1 for Tenured Certified Staff rated as Unsatisfactory or Needs Improvement in their last summative evaluation. SLOs must be completed and scored by March 1 for Tenured Certified Staff rated as Proficient or Excellent in their last summative rating who are scheduled to receive a summative rating in the spring of 2019. SLOs must be completed and scored by May 15 for Tenured Certified Staff rated as Proficient or Excellent in their last summative rating who are scheduled to receive a summative rating in the spring of 2020. **COMPLETED**

2020-2021	~~All Non-Exempt, Non-Tenured Certified Staff will write (2) SLOs.~~ ~~All Non-Exempt Tenured Certified Staff rated as Unsatisfactory or Needs Improvement in their last summative evaluation will write (2) SLOs.~~ ~~All Non-Exempt Tenured Certified Staff rated as Proficient or Excellent in their last summative evaluation will write (1) SLO to reach the (2) required in their 2 year evaluation cycle.~~ ***See Memo of Understanding for 2020-2021 School Year.** ***The SLO normally required of a tenured teacher in school year 2020-2021 that will be used in determining a summative rating for 2021-2022 will automatically be assigned a rating of "Excellent."**	~~All goals written and approved by November 1.~~ ~~SLOs must be completed and scored by March 1 for all Non-Tenured Certified Staff.~~ ~~SLOs must be completed and scored by March 1 for Tenured Certified Staff rated as Unsatisfactory or Needs Improvement in their last summative evaluation.~~ ~~SLOs must be completed and scored by March 1 for Tenured Certified Staff rated as Proficient or Excellent in their last summative rating who are scheduled to receive a summative rating in the spring of 2021 .~~ ~~SLOs must be completed and scored by May 15 for Tenured Certified Staff rated as Proficient or Excellent in their last summative rating who are scheduled to receive a summative rating in the spring of 2022.~~
2021-2022	All Non-Exempt, Non-Tenured Certified Staff will write (2) SLOs. All Non-Exempt, Tenured Certified Staff rated as Unsatisfactory or Needs Improvement in their last summative evaluation will write (2) SLOs. All Non-Exempt, Tenured Certified Staff rated as Proficient or Excellent in their last summative evaluation will write (1) SLO to reach the (2) required in their 2 year evaluation cycle.	All goals written and approved by November 1. SLOs must be completed and scored by March 1 for all Non-Tenured Certified Staff. SLOs must be completed and scored by March 1 for Tenured Certified Staff rated as Unsatisfactory or Needs Improvement in their last summative evaluation. SLOs must be completed and scored by March 1 for Tenured Certified Staff rated as Proficient or Excellent in their last summative rating who are scheduled to receive a summative rating in the spring of 2022. SLOs must be completed and scored by May 15 for Tenured Certified Staff rated as Proficient or Excellent in their last summative rating who are scheduled to receive a summative rating in the spring of 2023.

SLO Cycle

SLOs involve a basic three step cycle:

Submit and Approve SLOs → Monitor & Revise SLOs → Score SLOs
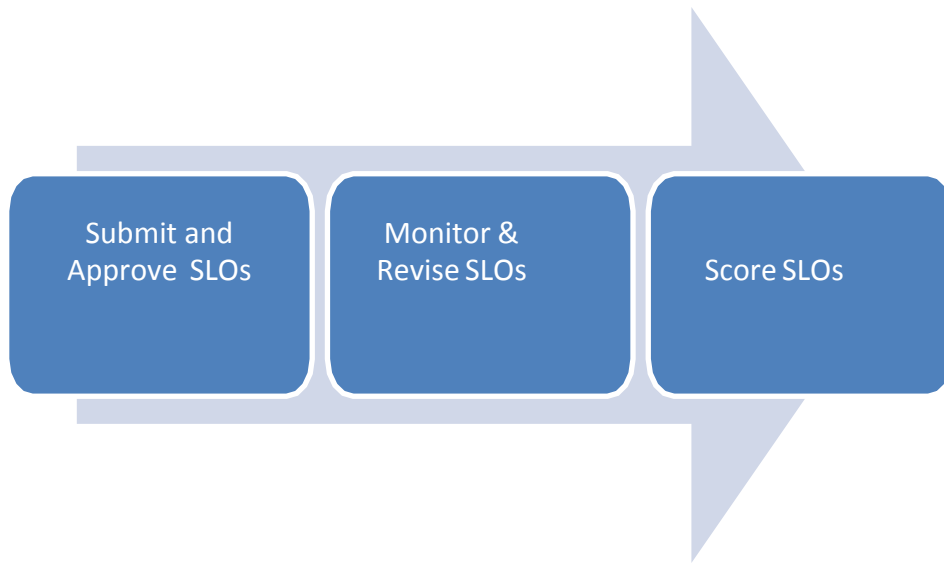
SLO Steps: (To be completed in EvaluWise)

Element 1: Learning Goal

☐ Describe the learning goal.	
☐ Identify the content standards associated with the learning goal. *Include the text of the content standards.*	
☐ Describe the student population.	
☐ Summarize the instructional strategies used to teach the learning goal.	

Discussion Questions
- What "big idea" is supported by the learning goal?
- How does the learning goal support students' development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

☐ Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	
☐ Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	

Discussion Questions
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

☐ Identify students' baseline data.	
☐ Using students' baseline data identify appropriate growth targets for your student population.	

Discussion Questions
- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

☐ Document the number or percentage of students who achieved their identified growth targets.	

Required for Evaluator

☐ Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 49% of Students Met the Indicated Growth Target(s).	50% - 74% of Students Met the Indicated Growth Target(s).	75% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☐
Date:	Evaluator Signature:		
Date:	Teacher Signature:		

Assessment Requirements

Teachers are required to use two assessments or SLOs for each evaluation cycle. Note that in the 2016-2017 school year, only one assessment or SLO is required due to it being the first year of implementation and the Joint Committee's decision to default to the use of two Type III assessments to satisfy the student growth requirement. Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. See the graphic below:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	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 area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, DIBELS, Discovery, Aimsweb, MIDE.	Examples: Collaboratively developed common assessments, curriculum tests, benchmark assessments	Examples: teacher-created assessments, assessments of student performance

The Pekin 108 PERA Joint Committee decided to NOT "identify" a Type I or Type II assessment for each category of teacher. **This means that a teacher is free to use any assessment available to them for inclusion in their required SLOs for their evaluation cycle to demonstrate student growth.**

At least two different assessments must be used over the course of the evaluation cycle, according to state law.

Note: Teachers must administer any Type I and Type II district assessments for a given course/grade levels, regardless of their choice in assessments used for their approved SLOs.

Student Population in the SLO and Exemptions

Key Points on Student Population:

- The District's PERA Joint Committee recommends that as many students as possible be included in the SLOs that are written.

- However, a certain percentage or number of students that must be included is not being mandated

- Students may be excluded from the population at any point in the SLO process provided that it is discussed and agreed upon by the teacher and evaluator. Reasons that may warrant exclusion could be attendance, social-emotional, behavioral, or medical reasons.

- Any changes made to the SLO must be made in collaboration between the certified staff member and their evaluator. When revisions are made, the SLO must be updated and signed by both the certified staff member and their evaluator.

Example Types of Student Growth Goals

Goal Type	Details	Example Scenario	Example Goal(s)
Whole Group	One goal written for the average of an entire class, grade level, etc.	Teacher has 4 sections of 6th grade PE, 2 sections of 7th grade PE. Teacher focuses on 6th grade. Teacher tracks performance growth in 3 major areas through instructional interval.	My class average will improve by 10% *or* 80% of all students will improve by 2 tiers on performance rubric. Since this type of goal deviates from agreed upon ranges in the District's plan, the evaluator and staff member will need to determine what percentage range constitutes an Excellent, Proficient, etc. rating.
Tiered	Students are broken into tiers of students with similar features. Goals are written for separate tiers	Teacher baseline tests all students in 7th grade. Based on results, she sorts the students into 3 groups and sets a different goal for each group. Teacher writes: *Students will be broken into 3 groups. In group 3 the students showed strengths in the following areas: The Number system (7.NS.1 and 7.NS.2). In group 3 students showed greatest weaknesses in Expressions and Equations (7.EE.14)and Ratios and Proportional Relationships (7.RP.13)...*	Group 1: will improve by 10% on the posttest in each strand. Group 2: Will improve by 20% in each strand Group 3: Will improve by 25% in EE and RP
Specific Subgroup *	A specific group of student is isolated	Elementary Art teacher pretests students and notices some of the 1st graders are struggling with specific fine motor skills. The art teacher sets a goal related to these skills for this subgroup of 1st graders group only.	Students who scored below 20% on the fine motor pretest will improve by 25% using the Art Department Fine Motor Rubric.
Individual Student	Individual goals are written for each student.	The 2nd grade teacher tests all students on the essential skills in reading comprehension. Based on historical data, she sets expected growth targets for each student.	Students will each make their individual growth targets established.

* Caution should be noted with this method as it results in focusing on a smaller subset of a population. Potential problems: 1) It may encourage a

teacher to focus efforts on some students in favor of other students in order to reach growth goals. 2) Sample size is important any time you are
attempting to make inferences about a teacher's work. A larger sample size is more representative of the instructional impact on the population and
generally leads to increased precision in measurement. Focusing on a smaller population or subgroup encourages smaller sample sizes and therefore
possibly less accurate data.

An important note on student population: a larger student population will help provide more accurate data for a teacher's evaluation. If the target group size falls too low, (i.e. 5-6 students) how one or two students perform will impact the final SLO score more than if the SLO had 20 or 30 students. Thus, teachers should try to include a larger student population, if possible.

Assessment Administration

Assessments must be administered across the district in similar ways, to ensure consistency and fairness for all teachers. Administration requirements vary, based upon the Type of assessment.

Questions	Answers
Who will administer the assessment?	Certified and Licensed staff for PK-8th grade.
What testing conditions must be kept consistent?	Time, materials, instructions, protocols, PD for test administrators
What materials will be allowed/required during the assessment?	Any materials approved for the pre-test must be allowed on the post-test
How will test materials be stored before, during, and after the assessment?	Adhere to test protocols based upon the assessment; for Type II and III, teachers will ensure all assessment materials and completed student assessments are securely stored for the evaluation cycle
How can modifications be made to test administration?	IEP and 504 testing accommodations must be adhered to; licensed support staff may assist with test administration under the direct supervision of a certified staff member

Assessment Scoring

Assessments must also be scored in a similar manner, across administrations and based upon the type of assessment, in order to ensure consistency and fairness. The district has identified guidelines for scoring assessments, which vary based upon the Type of assessment. See below:

For Type I Assessments:

Questions	Answers
Who will score the assessments?	Assessment vendor where applicable; certified and licensed staff will score as applicable
How must assessments be scored?	According to the assessment protocols
When will assessments be scored?	According to the assessment protocols
What data will the teacher receive? In what format?	Can be accessed in a variety of ways (vendor sites, dashboard, paper reports)

For Type II/III assessments:

Questions	Group Decisions
Who will score the assessments?	Certified and Licensed staff
How must assessments be scored?	Reliably, using the approved rubric and/or scoring guide; assessments must be scored consistently between the pre- and post-assessment
When will assessments be scored?	As soon as reasonably possible according to the timelines
What data will the evaluator need? In what format?	Teacher will submit the individual student data to the administrator to support the SLO

SLO Process and Timelines

SLO Approval

Key Points on SLO Approval
- The Teacher submits the required SLOs according to the timeline.
- The Teacher submits the SLO to the Evaluator for approval, after administering assessments that determine baselines from which goals for students or groups of students will be written.
- The Evaluator approves the SLO after receipt or requests a meeting to discuss the SLO if there are concerns.
- A face to face meeting is optional, and both the evaluator and teacher can request a meeting. It is hoped that this can be accomplished while conducting the self -assessment process prior to November 1st.

SLO Revisions

Key Points on SLO Revisions
- The teacher submits the revised SLO to the evaluator for approval at an agreed upon mid-goal check in.
- The evaluator approves the revised SLO or requests a meeting to discuss the revisions if there are concerns.
- A face to face meeting is optional, and both the evaluator and teacher can request a meeting.
- When revisions are made, the SLO should be updated and signed by both the teacher and evaluator.

The teacher should regularly monitor student progress after the SLO is approved. After the initial SLO is approved, and more data is available, a teacher may wish to revise the growth targets found in the SLO.

SLOs can be revised if one of the following conditions is met:

- Objectives have already been met and/or are not sufficiently ambitious.
- Objectives are too ambitious.
- Based on new or more reliable data collected since they were set, objectives fail to address the most important learning challenges in the classroom/school or for the current population.

Teachers must provide evidence to the evaluator for any revisions. The following sources of data can be provided to support any growth target revisions:

- Benchmark assessments
- Type I or Type II assessment data
- Comparison district data
- Student attendance
- Anecdotal evidence
- Teacher created formative assessments
- Other student criteria

Student Growth Rating

The student growth rating will be determined by multiple SLO scores. A teacher will have two SLOs to score. **Each SLO will be scored individually, and then, at the end of the evaluation cycle, the teacher will apply operating principles to determine the student growth rating.**

Step 1: Score each assessment/SLO

Step 2: Determine the rating of each SLO

Step 3: Determine a single student growth rating

Step 1: Determine the percentage of the students meeting growth targets on each SLO.

Step 2: Determine the rating of each SLO using the following **performance thresholds**:

Rating	Threshold
Excellent	• 75% or more of students met growth targets
Proficient	• 50-74% of students met growth targets
Needs Improvement	• 25-49% of students met growth targets
Unsatisfactory	Failure to complete any of the following: • Use approved assessment • Correctly score assessment • Accurately administer assessment • Use approved SLO OR • Fewer than 25% students met growth targets

Step 3: Apply the following **chart** to determine the student growth rating:

Student Growth Rating	Definition
Excellent	Both SLOs Excellent; One SLO Excellent, one SLO Proficient
Proficient	Both SLOs Proficient; One SLO Proficient, one SLO Needs Improvement; One SLO Excellent, one SLO Needs Improvement One SLO Excellent, one SLO Unsatisfactory
Needs mprovement	Both SLOs Needs Improvement; One SLO Needs Improvement, one SLO Unsatisfactory; One SLO Proficient, one SLO Unsatisfactory;
Unsatisfactory	Both SLOs Unsatisfactory

Student Growth Rating Scoring Examples

Example 1

A teacher has 2 SLOs. SLO 1 is 4th Grade Math and SLO 2 is 4th Grade ELA.
SLO 1: 18 out of 24 students met growth targets
SLO 2: 15 out of 24 students met growth targets

Step 1) Determine the percent of students meeting growth targets
SLO 1: 18/24 = 75% of students met growth targets
SLO 2: 15/24 = 62.5% of students met growth targets

Step 2) Use the established performance thresholds to score each SLO
Using the performance thresholds chart,
SLO 1 = 75% = Excellent
SLO 2 = 62.5% = Proficient

Step 3) Apply the chart using the 2 SLO scores to determine the student growth rating.
Since one SLO was Excellent and the other was Proficient, the student growth rating is **Excellent**.

Example 2
A teacher has 2 SLOs. SLO 1 is 7th Grade Math based on Unit #1 and 7th Grade Math based on
Unit #4
SLO 1: 6 out of 24 students met growth targets
SLO 2: 5 out of 8 students (teacher picked a subgroup of at-risk students) met growth targets

Step 1) Determine the percent of students meeting growth targets
SLO 1: 6/24 = 25% of students met growth targets
SLO 2: 5/8 = 62.5% of students met growth targets

Step 2) Use the established performance thresholds to score each SLO
Using the performance threshold table,
SLO 1 = 25% = Needs Improvement
SLO 2 = 62.5% = Proficient

Step 3) Apply the chart using 2 SLO scores to determine the student growth rating.
Since one SLO was Needs Improvement and the other was Proficient, the student growth rating is **Proficient.**

Summative Evaluation Rating

At the end of the evaluation cycle, the student growth rating will be combined with the professional practice rating for each teacher to determine the summative evaluation rating.

Student growth represents 30% of the summative evaluation rating, fulfilling the requirements of state law. The following matrix will be used to determine the summative evaluation rating:

		Teacher Professional Practice			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth	Unsatisfactory	Unsatisfactory	Unsatisfactory	**Needs Improvement	Excellent
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Proficient	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Excellent	Needs Improvement	*Needs Improvement	Excellent	Excellent

*Within 10 calendar days of receiving a Summative Evaluation rating documenting a Professional Practice rating of Needs Improvement and a Student Growth rating of Excellent, a teacher may provide additional student growth data in support of a change in overall summative rating to the level of "Proficient." The data would be supplied to the Superintendent or designee for review. Results of this review and subsequent final rating will be forwarded to both the teacher and the evaluator.

** Within 10 calendar days of receiving a Summative Evaluation rating documenting a Professional Practice rating of Proficient and a Student Growth rating of Unsatisfactory, a teacher may provide additional student growth data in support of a change in overall summative rating to the level of "Proficient." The data would be supplied to the Superintendent or designee for review. Results of this review and subsequent final rating will be forwarded to both the teacher and the evaluator.

Example 1:
A teacher received a "Proficient" rating for the student growth rating. If the teacher also received a "Needs Improvement" rating on professional practice, then the teacher would receive a summative evaluation rating of "Needs Improvement."

Example 2:
A teacher received a rating of "Needs Improvement" for the student growth rating. If the teacher also received a "Excellent" rating on the professional practice, the teacher would receive a summative evaluation rating of "Excellent."

Summative Evaluation Rating Process

There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific, meaningful, and written feedback on performance following any and all observations and regarding the student growth rating.

All summative ratings and feedback will be discussed with the teacher during the Summative Conference and delivered to the teacher in writing. <u>Summative evaluation ratings, using both professional practice and student growth ratings, will be determined no later than 45 calendar days before the last day of school.</u>

Logistics and Documentation

Both teachers and evaluators will have responsibilities before, during, and after any points in the SLO cycle, and both parties must retain certain documents, to ensure consistent and fair implementation. Both teachers and evaluators need to understand the expectations of both parties to ensure proper implementation.

Pekin District #108 Documentation Retention Plan	

Evaluator required documents:	• Must retain all data and submitted SLO documents until a summative rating is assigned for the evaluation cycle.
	  • All SLOs submitted and revised
	  • Approval/revision notes
	  • Final SLO scoring and all scoring related documents provided by teacher
	 • To be included with the summative evaluation document:
	  • Copies of SLOs scored during the evaluation cycle and signed by both teacher and evaluator

Teacher required documents:	• Must retain all data and SLO documents until a summative rating is assigned for the evaluation cycle. • Highly recommended teachers retain copies of data related to individual SLOs to be referenced and to serve as evidence as part of the Professional Growth Process.

Data Verification

Both teachers and evaluators will have responsibilities to verify any data used for evaluative purposes, including SLO scores, pre-/post-assessment results, and individual student growth. Data verification helps ensure the accuracy of the data, especially in the case of data entry issues. Evaluators will also have the right to verify data by requesting the pre- and post-tests completed by the students. Teachers will need to maintain data and all required documentation. Different Types of assessments require different approaches to verifying the data. See the guidelines for each Type of assessment below:

For Type I assessments, such as NWEA MAP:

Who will verify any data? How?	Central Office monitors Type I assessment is appropriately administered and notifies building administration of any testing issues; both teacher and evaluator verify data entered in the data template
When will data be verified?	**Recommend immediately** but must be verified prior to SLO approval (for the pre-test)
Who will verify that testing protocols are being followed?	Building administrator or designee
What is the process for resolving any data integrity issues?	Every attempt should be made to resolve the issue between the teacher and evaluator. The teacher can provide more evidence, and the evaluator can ask for the assessments and more evidence. If the teacher and evaluator cannot agree after meeting and discussing the issue, the Superintendent and/or designee makes a final decision.

For Type II/III assessments, such as teacher-created assessments:

Who will verify any data? How?	Collaboration is **strongly** encouraged during assessment scoring and data entry to ensure reliability and validity. Both teacher and evaluator verify data entered in the data template and all assessment data.
When will data be verified?	**Recommend immediately** but pre-test must be verified prior to SLO approval
Who will verify that testing protocols are being followed?	Administration
What is the process for resolving any data integrity issues?	Every attempt should be made to resolve the issue between the teacher and evaluator. The teacher can provide more evidence, and the evaluator can ask for the assessments and more evidence. If the teacher and evaluator cannot agree after meeting and discussing the issue, the Superintendent and/or designee makes a final decision.

Key Terms

Assessment – any instrument that measures a student's acquisition of specific knowledge and skills.

Attainment –a "point in time" measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

Joint Committee – a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Learning Objective – a targeted long-term goal for advancing student learning.

Summative Evaluation Rating – the final rating of a teacher's performance, that includes consideration of professional practice data and indicators of student growth, when applicable under Section 24A-25 of the School Code.

Revising SLOs – the window of time that includes the review and revision of the SLO, specifically revision of growth targets and the student population.

Scoring SLOs – the window of time that includes the scoring of the assessment, the final submission of the SLO, and the scoring of the SLO against performance thresholds.

Setting/Approving SLOs – the window of time that includes the creation and approval of the SLO and its component parts, including learning objective, growth target, and assessment.

Student Growth – demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

Student Growth Exemption – exemptions from the student growth requirement provided by law for various specialized disciplines, including but not limited to: school counselor, school psychologist, non-teaching school speech and language pathologist, non-teaching school nurse, or school social worker.

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the school year and strive to achieve by an agreed upon period of time with their evaluator. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators.

Student Growth Rating – the final student growth rating, after combining the scores of the two SLOs.

Type I Assessment – an assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA) MAP, Aimsweb, MIDE, Discovery, or DIBELS.

Type II Assessment – 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 area. Examples include collaboratively developed common assessments, curriculum tests, and assessments designed by textbook publishers.

Type III Assessment – an assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.