Measuring Student Growth

Illinois State Board of Education
Preschool for All Meeting
November 7, 2014
What is Assessment?

• Assessment is the process of collecting and interpreting information that informs educators, students, and parents/guardians about students’ progress in attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired in school.
Assessment and Evaluation

• An assessment system that uses multiple and varied measures of student performance provides more valid and reliable evidence of the influence that educators have on student growth.

  – Resource: Classroom Assessment Standards

(JCSEE, 2013)
Illinois Administrative Code Part 50

- Establishes the minimum requirements for the establishment of valid and reliable performance evaluation plan for certified employees.
  - Resource: [www.isbe.state.il.us/rules/archive/default.htm](http://www.isbe.state.il.us/rules/archive/default.htm)
Definitions

• “Joint Committee” means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers.

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

• “Assessment” means any instrument that measures a student’s acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards.
Definitions

• “Student growth” means a 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 Components

- Student growth shall represent at least 25 percent of a teacher’s performance evaluation rating in the first and second years of a school district’s implementation of a performance evaluation system.
  - Thereafter, student growth shall represent at least 30 percent of the rating assigned.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)
Student Growth Components

• The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher and
  – One or more measurement models to be used to determine student growth that are specific to each assessment chosen.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)
Definitions

• “Measurement model” means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student’s knowledge or skills over time.
Definitions

• “Type I assessment” means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.
Definitions

• “Type II assessment” means any assessment developed or adopted and approved for use by the school district and used on a district wide basis by all teachers in a given grade or subject area.
Definitions

• “Type III assessment” means any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.

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

- 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.
Student Growth Components

• The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.
  – In addition, the administrative code states that assessments used for each data point in a measurement model may be different provided that they address the same instructional content.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)
Student Growth Components

• The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.
  – The evaluation plan shall require that at least one Type III assessment be used for each category of teacher.
Student Growth Components

• If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

(Illinois Administrative Code Part 50, Sub. B, Sec. 50.110)
Student Learning Objective

- A SLO is a detailed process used to organize evidence of student growth over a specified period of time.
  - Resource: Guidebook on the SLO Process
SLO Elements

- Element 1: Learning Goal
- Element 2: Assessments and Scoring
- Element 3: Growth Targets
- Element 4: Actual Outcomes
- Element 5: Teacher Rating
1. Develop SLO

2. Initial Review

3. Monitor Progress

4. Midpoint Check-In

5. Monitor Progress

6. Final Review
SLO Elements

- Element #1: Learning Goal
- Element #2: Assessments and Scoring
- Element #3: Growth Targets
- Element #4: Actual Outcomes
- Element #5: Teacher Rating
SLO Elements

• Element #1: Learning Goal
• Element #2: Assessments and Scoring
• Element #3: Growth Targets
  • Element #4: Actual Outcomes
  • Element #5: Teacher Rating
Learning Goal

• A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards.
  – The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment.
Big Idea

• The learning goal may include one big idea.
  – A big idea integrates multiple content standards, and links units of instruction together.
Big Idea

• The big idea chosen should be representative of the most important learning and typical student growth in a specific content area, grade level, or classroom.
  – A teacher covers many big ideas over the course of a school year, but chooses one big idea per SLO.
Learning Goal Example

• Demonstrate an emerging knowledge and understanding of the alphabet.
  – Illinois Early Learning and Development Standards
    • Learning Standard 4.B
    • Preschool Benchmarks
Assessments and Scoring

• Assessments and scoring procedures should be used to support and measure the learning goal.
  – The guiding questions and statements included within this element help teachers and evaluators determine how appropriate assessments and scoring procedures will be used to measure student growth.
Assessments and Scoring Example

• Common Authentic Assessments (Type II or III)
  – Portfolios: Documentation collected as evidence of student growth over time.
    • Work Samples
    • Photographs
    • Rubrics
    • Checklists
Example Measurement Model

- Step 1: Collect Baseline Data
  - Teachers collect baseline data at the beginning of the school year or interval of instruction.
  - Baseline data provides measures of student understanding and ability to apply content knowledge.
Example Measurement Model

• Many teachers already collect baseline data at the start of the school year in order to appropriately differentiate instruction.
  – Baseline data may include:
    • Early Coursework
    • Pre-Assessment(s)
    • Student Surveys
    • IEP
    • English Language Proficiency
    • Attendance
Example Measurement Model

• Step 2 (Optional): Select Starting Groups
  – Next, the teacher places students into initial starting groups using the collected baseline data.
  • The starting groups should be appropriate based on students’ needs.
Example Measurement Model

• Step 3: Determine Growth Targets
  – Student growth targets are then differentiated according to starting group or individual student.
  • Growth targets are also identified within Element #3 of the SLO template.
Example Measurement Model

• At the midpoint in the SLO cycle, the collected data should be examined to determine if students are on track to meet their growth targets.
  – Do growth targets need to be adjusted due to over or underestimation, and/or justifiable circumstances for individual students or certain groups of students?
Example Measurement Model

• Step 4: Document Actual Outcomes
  – Finally, the teacher documents how many students met their growth targets.
  • This step is completed as part of Element #4 of the SLO template, and discussed during Step 6, final review, of the SLO Cycle.
# Example Student Growth Table: Baseline

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<tr>
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<th>Exploring</th>
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<tbody>
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<td>Amy</td>
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## Example Student Growth Table: Targets

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Resources

• Online Modules and Facilitation Guide
• Guidebook on the SLO Process
  – Template
  – Example SLO

www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm
Teacher Evaluation Resource

The Center for the Study of Educational Policy (CSEP) at Illinois State University is conducting a study to validate the Danielson Framework for Teaching in PreK-3rd grade classrooms in Illinois. This study also explores the implementation of the Illinois teacher evaluation system in these early learning classrooms in terms of best practices in using the system to grow teachers' practices. This study will take place in approximately seven selected districts and early childhood centers throughout Illinois (Northern, Central, Southern, and Chicago) in Fall 2014 and Spring 2015 with a sample of PreK-3 teachers and teacher evaluators (i.e., principals, master teachers, directors).
Questions
Contact

For more information about the SLO process:

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Resources

- Illinois State Board of Education
  - [www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)
- Illinois Administration Code Part 50
  - [www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf](http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf)
- Center for Assessment SLO Toolkit
  - [www.nariea.org/](http://www.nariea.org/)
  - [https://sites.google.com/a/dcsdk12.org/bas/](https://sites.google.com/a/dcsdk12.org/bas/)
  - [www.jcsee.org/standards-development](http://www.jcsee.org/standards-development)
- Rubric Development
  - [http://educationnorthwest.org/webfm_send/1435](http://educationnorthwest.org/webfm_send/1435)
- Teacher Evaluation in Early Childhood Classrooms
  - [http://teecc.illinoisstate.edu/](http://teecc.illinoisstate.edu/)
Resources

- Authentic Assessment Toolbox
  - [http://jfmueller.faculty.noctrl.edu/toolbox/](http://jfmueller.faculty.noctrl.edu/toolbox/)

- Marion, S., DePascale, C., Domaleski, C., Gong, B., Diaz-Bilello, E. (2012). Considerations for analyzing educators’ contributions to student learning in non-tested subjects and grades with a focus on student learning objectives. *Center for Assessment*.
  - [www.nciea.org/publication_PDFs/Measurement%20Considerations%20for%20NTSG_052212.pdf](http://www.nciea.org/publication_PDFs/Measurement%20Considerations%20for%20NTSG_052212.pdf)