

Harvey School District #152

Student Growth Plan

Student Growth Measures Used in Educator
Evaluation

Developed with South Cook ISC
2014-2015

UPDATED 8-11-15

Introduction to Student Growth

In alignment with the PERA legislation, Harvey School District 152 will incorporate student growth measures into its educator evaluation system beginning in 2015-16 school year.

The joint committee, comprised of equal representation of educators and administrators, met on a regular basis in 2014-15 to design these student growth measures. The joint committee was comprised of the following educators:

- Cara Aljoe – Teacher
- Ignacio Barrado – Teacher
- Pat Jedlicka – Teacher
- Billeta Osagiede - Teacher
- Sue Ptak – Teacher
- Carissa Trotto Soraghan – Teacher
- Valdavia West – Teacher
- Dr. Denean Adams – Administrator
- Michael Allen – Administrator
- Iretha Brown – Administrator
- Dr. Deborah Watson Hill - Administrator
- Johnnetta Miller – Administrator
- Doelynn Strong – Administrator
- Roxie Thomas - Administrator

The Joint Committee of Harvey School District 152 has designed the student growth component with the following core beliefs in mind:

- Purpose of teaching is to build curiosity
- We should build citizens that are productive members of society
- Best practice is a priority to build academic excellence
- We need to build the capacity of our teachers in order for them to become better teachers
- We need to utilize data to drive instructional decision making
- We need to take ownership in all academic endeavors
- Utilize the evaluation process to celebrate success and solve problems

By using student growth measures in an accurate and meaningful way, educators can implement strategies to allow the students to achieve their highest potential and maximize growth. Using student growth, allows the educator to monitor student progress throughout the year and adapt teaching methods accordingly. This in turn, consistently lets the educator know where students are and where they should be, based upon the use of assessment data.

Student growth connects to the *Danielson Framework for Teaching*, representing another layer of the work around educator effectiveness. Multiple measures of educator's practice, which includes frequent observations using the *Danielson Framework*, conferences, regular feedback, and student growth measures, provide a more complete picture of an educator's performance and create more meaningful dialogue and evaluations.

Using Measures of Student Growth

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. Growth measures average change in student scores from one point in time to the next.

Student Growth Guidelines

Each educator needs to use at least two assessments, according to state law. The educators in Harvey School District 152 will use two assessments as required by law to enhance collaboration and ensure all students across the school show growth. The chart below outlines the Type I and Type III assessments for all teachers. Each type of assessment (Type I and Type III) will count equally (15% each) toward the Teacher Student Growth Rating.

*Teacher created common assessments will be developed during the summer of 2015.

Grade/ Subject	Type I Assessment	Subject	Growth Model	Type III Assessment	Subject	Growth Model
PK	M-Class	Rdg.	Simple	Teacher Created Common Assessment*	Rdg.& Math	Simple
Kdg	DEA	Rdg.	Simple	Teacher Created Common Assessment*	Math	Simple
1	DEA	Rdg.	Simple	Teacher Created Common Assessment*	Math	Simple
2	DEA	Rdg.	Simple	Teacher Created Common Assessment*	Math	Simple
3	DEA	Rdg.	Simple	Teacher Created Common Assessment*	Math	Simple
4	DEA	Rdg.	Simple	Teacher Created Common Assessment*	Math	Simple
5	DEA	Rdg.	Simple	Teacher Created Common Assessment*	Math	Simple
6	DEA	Rdg.	Simple	Teacher Created Common Assessment*	Math	Simple
Grade/ Subject	Type I Assessment	Subject	Growth Model	Type III Assessment (SLO)	Subject	Growth Model
7/8 - LA	DEA	Rdg.	Simple	Teacher Created Common Assessment*	Rdg.	Simple
7/8 - M	DEA	Math	Simple	Teacher Created Common Assessment*	Math	Simple
K-8 Resource	DEA	Rdg.	Simple	Teacher Created Common Assessment.*	Math	Simple
K-6 Inclusion	DEA	Rdg.	Simple	Teacher Created Common Assessment.*	Math	Simple

Grade/ Subject	Type I Assessment	Subject	Growth Model	Type III Assessment (SLO)	Subject	Growth Model
7/8 Inclusion	DEA	Rdg.	Simple	Teacher Created Common Assessment.*	Math	Simple
Rdg. Coach	DEA	Rdg.	Simple	SRI / SPI	Rdg.	Simple

Grade/ Subject	Type III Assessment (SLO)	Subject	Growth Model	Type III Assessment (SLO)	Subject	Growth Model
7/8 – Sci.	Teacher Created Common Assessment.*	Sci.	Simple	Teacher Created Common Assessment.*	Sci.	Simple
7/8 – SS	Teacher Created Common Assessment.*	SS	Simple	Teacher Created Common Assessment.*	SS	Simple
PK – Sp.Ed.	Teacher Created Common Assessment.*	Rdg.	Simple	Teacher Created Common Assessment.*	Rdg. & Math	Simple
Pri -.Sp.Ed.	Teacher Created Common Assessment.*	Rdg.	Simple	Teacher Created Common Assessment.*	Math	Simple
Int. – Sp.Ed.	Teacher Created Common Assessment.*	Rdg.	Simple	Teacher Created Common Assessment.*	Math	Simple
K-6 ELL	Teacher Created Common Assessment.*	Lang.	Simple	Teacher Created Common Assessment.*	Lang.	Simple
7/8 ELL	Teacher Created Common Assessment.*	Lang.	Simple	Teacher Created Common Assessment.*	Lang.	Simple
P.E.	Teacher Created Common Assessment.*	P.E.	Simple	Teacher Created Common Assessment.*	P.E.	Simple
Art	Teacher Created Common Assessment.*	Art	Simple	Teacher Created Common Assessment.*	Art	Simple
Music	Teacher Created Common Assessment.*	Music	Simple	Teacher Created Common Assessment.*	Music	Simple
Band	Teacher Created Common Assessment.*	Band	Simple	Teacher Created Common Assessment.*	Band	Simple
Spanish	Teacher Created Common Assessment.*	Spanish	Simple	Teacher Created Common Assessment.*	Spanish	Simple
7/8 Computer	Teacher Created Common Assessment.*	Comp.	Simple	Teacher Created Common Assessment.*	Comp.	Simple

Overview of Assessments and Growth Model to be Used

Type 1: DEA Assessment - Reading (15% of Growth Score)

- Growth Model to be used: Simple Growth

Data to be examined for Student Growth purposes will be based upon the DEA fall and winter reading assessments in the year of the evaluation. The target for individual student growth will be an increase of 10% as measured from the fall to the winter DEA scale scores.

Teacher Evaluation Year	Data to be Examined	Student Growth Percentage	Content Area: All K-8 Teachers who teach Reading Including Sp.Ed – Inclusion Teachers	Exceptions
2015-2016	2015 Fall & Winter	15%	Reading	None
2016-2017	2016 Fall & Winter	15%	Reading	None
2017-2018	2017 Fall & Winter	15%	Reading	None
2018-2019	2018 Fall & Winter	15%	Reading	None
2019-2020	2019 Fall & Winter	15%	Reading	None

Type I Assessment must be administered and scored using the following guidelines:

Considerations	Decisions
Who will administer the test?	Teacher
When will the pretest be administered?	During the 1 st benchmark window (Within first 2 weeks of student attendance)
When will the post-test be administered?	During the 2nd benchmark window (end of semester)
What testing conditions must be kept stable across administrations, if possible?	Pre and post testing conditions must remain the same for all students unless otherwise indicated by need/IEP
What materials will be allowed/required during the Assessment?	All that is allowed by the Assessment.
What instructions must/can be read before test administration?	All that is allowed by the Assessment.

Considerations (continued)	Decisions (continued)
How can/must educators respond to questions during the Assessment?	All that is allowed by the Assessment.
What must educators do during the administration?	Teachers need to monitor, proctor and circulate while being responsive and respectful to student's needs.
How can modifications be made to test administration?	All that is allowed by the Assessment based on individual's need/IEP.
Who will score the Assessments?	Computer generated scoring
When will Assessments be scored?	Promptly upon completion
What data will the teacher receive? In what format?	Teacher will receive various reports online, ie: scaled score, percentile rank, growth target and an Individual Student Growth Report spreadsheet to track student growth. Sample attached in Appendix.
What data will the evaluator need? In what format?	Individual Student Growth Report indicated above.
Will educators need to keep physical copies of the Assessment? For what length of time?	Educators should retain copies for their own files.

Rating Scale

Excellent	Proficient	Needs Improvement	Unsatisfactory
>60% Meet Target	50-59% Meet Target	40-49% Meet Target	<40% Meet Target

Type III: DEA Assessment – Math (15% of Growth Score)

Growth Model to be used: Simple Growth

Data to be examined for Student Growth purposes will be based upon the DEA fall and winter math assessments in the year of the evaluation. The target for individual student growth will be an increase of 10% as measured from the fall to the winter DEA scale scores.

Teacher Evaluation Year	Data to be Examined	Student Growth Percentage	Content Area: All K-8 Teachers who teach Math Including Sp.Ed – Inclusion Teachers	Exceptions
2015-2016	2015 Fall & Winter	15%	Math	None
2016-2017	2016 Fall & Winter	15%	Math	None
2017-2018	2017 Fall & Winter	15%	Math	None
2018-2019	2018 Fall & Winter	15%	Math	None
2019-2020	2019 Fall & Winter	15%	Math	None

Type III Teacher Created Common Assessment - Math must be administered and scored using the following guidelines:

Considerations	Decisions
Who will administer the test?	Teachers
When will the pretest be administered?	During the 1 st benchmark window: Within the first two weeks of school.
When will the post-test be administered?	During the 2 nd benchmark window: Vary by teacher and length of unit.
What testing conditions must be kept stable across administrations, if possible?	Pre and post testing conditions must remain the same for all students unless otherwise indicated by need/IEP
What materials will be allowed/required during the Assessment?	All that is allowed by the Assessment.
What instructions must/can be read before test administration? How can students be prepared for testing?	All that is allowed by the Assessment.

Considerations (continued)	Decisions (continued)
How can/must educators respond to questions during the Assessment?	All that is allowed by the Assessment.
What must educators do during the administration?	Teachers need to monitor, proctor and circulate while being responsive and respectful to student's needs.
How can modifications be made to test administration?	All that is allowed by the Assessment based on individual's need/IEP.
Who will score the Assessments?	Teachers
How must Assessments be scored?	Based on established answering criteria
When will Assessments be scored?	Within one week of the completion of the assessment.
What data will the teacher generate for the evaluator? In what format?	Raw score, goal/target and percentage of students meeting their target and an Individual Student Growth Report to track student growth. Sample attached in Appendix.
What data will the evaluator need? In what format?	Individual Student Growth Report indicated above.
Will educators need to keep physical copies of the Assessment? For what length of time?	Educators should retain copies for their own files.

Educator Rating Scale

Excellent	Proficient	Needs Improvement	Unsatisfactory
>60% Meet Target	50-59% Meet Target	40-49% Meet Target	<40% Meet Target

Type III: Teacher Created Common Assessment -SLO Process (15% of Growth Score)

Growth Model to be used: Simple Growth

The student growth target for all teacher created common Assessments will be 10% growth from pretest to posttest unless otherwise determined by the teacher/evaluator in the SLO approval process. An exception to the 10% growth target will be students who score in the top 20% of the pretest. The growth target for students scoring in the top 20% of the pretest will be to remain in the top 20% of the posttest. See example below for calculation procedure.

Student Growth Targets

- Record Test A Scale Score (baseline).

Example: TEST A SCALE SCORE = 1675

- Determine individual student growth target as a percentage of improvement over pre-test score. The growth target percentage may be different for different groups of students. (high, medium, low, or Sp.Ed. or EL).

Example: Individual student growth target = 3%

- Calculate the individual growth target score for each student/group by adding the percentage of improvement score to the baseline score.

Example: $.03 \times 1675 = 50.25$
 $1675 + 50.25 = 1725$

= Individual growth target score

- Record Test B Scale Score.

Example: TEST B SCALE SCORE = 1733

This student achieved his/her individual growth target.

- Calculate the percentage of students achieving their individual target score for the class(es).

Example: 13 students out of 25 students achieve their individual target score. The percentage of students achieving their student target score for this class = 52%

- Determine the teacher student growth rating from the Measurement Model

Example: A rating of 52% = Proficient Student Growth Rating for this Assessment based on the chart below.

Type III Assessments using the SLO process must be administered and scored using the following guidelines:

Considerations	Decisions
Who will administer the test?	Teacher
When will the pretest be administered?	First benchmark: Vary by teacher and length of unit .
When will the post-test be administered?	During the 2nd benchmark window (Minimum unit = 4 weeks) : Vary by teacher and length of unit.

Considerations (continued)	Decisions (continued)
What testing conditions must be kept stable across administrations, if possible?	Pre and post testing conditions must remain the same for all students unless otherwise indicated by need/IEP
What materials will be allowed/required during the Assessment?	All that is allowed by the Assessment.
What instructions must/can be read before test administration? How can students be prepared for testing?	All that is allowed by the Assessment.
How can/must educators respond to question during the Assessment?	All that is allowed by the Assessment.
What must educators do during the administration?	Teachers need to monitor, proctor and circulate while being responsive and respectful to student's needs.
How can modifications be made to test administration?	All that is allowed by the Assessment based on individual's need/IEP.
Who will score the Assessments?	Teachers
How must Assessments be scored?	Based on established answering criteria
When will Assessments be scored?	Within one week of the completion of post Assessment.
What data will the teacher generate for the evaluator? In what format?	Raw score, goal/target and percentage of students meeting their target and an Individual Student Growth Report to track student growth. Sample attached in Appendix.
What data will the evaluator need? In what format?	Individual Student Growth Report indicated above.
Will educators need to keep physical copies of the Assessment? For what length of time?	Educators should retain copies for their own files.

Educator Rating Scale

Excellent	Proficient	Needs Improvement	Unsatisfactory
>60% Meet Target	50-59% Meet Target	40-49% Meet Target	<40% Meet Target

Student Population

All teachers must identify students to be included on their Student Growth Report. The Student population included for Student Growth will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes. Not all students' growth scores will "count" towards a teacher's success, as determined by the Joint Committee. Thus, students without timely pre- or post-tests, with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation, and the *teacher's final Student Growth Report* may be different than the teacher's actual in-class roster.

Harvey, SD 152, has identified the following criteria regarding student population:

1. Students who have both a pre- and post-test that were administered during the Assessment window will be included on a teacher's final Student Growth roster.
2. In addition, students with less than 85% attendance between the first day after the pre- test administration window closes to the last day before the post-test administration window opens may be excluded from a teacher's final Student Growth roster at the end of the evaluation cycle. (Teachers will include *all* students with pre- and post-test data, but those students who do not meet the attendance minimum may be excluded from the teacher's summative student growth rating and their scores may be excluded for evaluative purposes.)
3. At the end of the evaluation cycle teachers can request exceptions for certain students who they feel should not be included on their final Student Growth rosters. Exceptions can be allowed on a student-by-student basis and must be agreed upon between the evaluator and teacher. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions.

Special Conditions: Teacher Attendance

Teachers on maternity or medical leave during part of an evaluation year may choose to utilize two Type III Assessments using the SLO process.

Training and Support

Training will be provided to staff through professional development. The training areas of focus are in the following categories:

- Type I Assessment scoring for teachers
- Type III Common Assessment development
- Type III SLO development
- Type III Assessment scoring for teachers
- Summative scoring for teachers

Model Refinement

The Joint Committee has agreed to meet at least twice a year during the first cycle and annually every year afterwards to continue to refine the Harvey District 152 Student Growth Plan. Feedback will be collected via surveys and school meetings to assess the implementation of the plan and determine any modifications or changes that are needed or recommended.

Midpoint of the Evaluation Cycle

Student Growth Midpoint reviews by the teacher and evaluators are mandated by PERA to review progress toward student growth and allows for an adjustment to instruction or the SLO, for Type III Assessments, as needed. The data to be considered at the midpoint review shall not be the same data identified for use in the performance evaluation plan to rate the teacher’s performance. Data from formative Assessments such as classroom tests, student work samples, student attendance, discipline issues, grades, progress reports, etc. may be reviewed. Educators can reflect individually, in groups, or as a school. Collaboration should be encouraged, so as more experienced educators can help less proficient educators or even educators who are not as skilled in data analysis. A mid-point reflection form shall be completed and signed by both administrator and teacher at the time of the meeting.

Student Growth Scoring

		Type I 15%			
		4.0	3.0	2.0	1.0
Type III 15%	4.0	4.0 Excellent	3.5 Excellent	3.0 Proficient	2.5 Proficient
	3.0	3.5 Excellent	3.0 Proficient	2.5 Proficient	2.0 Needs Improvement
	2.0	3.0 Proficient	2.5 Proficient	2.0 Needs Improvement	1.5 Needs Improvement
	1.0	2.5 Proficient	2.0 Needs Improvement	1.5 Needs Improvement	1.0 Unsatisfactory

Assigned Values (Growth & Practice Components)

- 4 = Excellent
- 3 = Proficient
- 2 = Needs Improvement
- 1 = Unsatisfactory

Growth Scale & Overall Summative Rankings

- 3.5 – 4.0 = Excellent
- 2.5 – 3.49 = Proficient
- 1.5 – 2.49 = Needs Improvement
- 1.0 – 1.49 = Unsatisfactory

Summative Rating

		Practice 70%			
		4.0	3.0	2.0	1.0
Growth 30%	4.0	4.00 Excellent	3.30 Proficient	2.60 Proficient	1.90 Needs Improvement
	3.0	3.70 Excellent	3.00 Proficient	2.30 Needs Improvement	1.60 Needs Improvement
	2.0	3.40 Proficient	2.70 Proficient	2.00 Needs Improvement	1.30 Needs Improvement
	1.0	3.10 Proficient	2.40 Needs Improvement	1.70 Needs Improvement	1.0 Unsatisfactory

Assigned Values (Growth & Practice Components)

- 4 = Excellent
- 3 = Proficient
- 2 = Needs Improvement
- 1 = Unsatisfactory

Growth Scale & Overall Summative Rankings

- 3.5 – 4.0 = Excellent
- 2.5 – 3.49 = Proficient
- 1.5 – 2.49 = Needs Improvement
- 1.0 – 1.49 = Unsatisfactory

Overall Summative Formula (Student Growth 30% + Teacher Practice 70%)

Student Growth Rating (1-4) X .3 + Teacher Practice Rating (1-4) X .7 = Overall Summative Rating

Example:

Teacher Scores a Proficient in **Student Growth** = 3
 Teacher Scores an Excellent in **Teacher Practice** = 4

$$(3 \times .3) + (4 \times .7) = 3.7$$

3.7 = Excellent **Overall Summative Rating**

Timeline for Evaluation Process

All reports and SLO related materials are to be submitted to the evaluator according to the established timeline below.

Action	Timeline
DEA Fall Benchmark Test (Rdg)	Between Aug. 24-Sept. 4
DEA Fall Benchmark Test (Math)	Between Aug. 24-Sept. 4
Type I Individual Student Growth Report	By Sept. 18
Type III Individual Student Growth Report	By Sept. 18
Type III SLO Template Submission (Sample Template attached in Appendix)	By Sept. 25
Type III Individual Student Growth Report	By Sept. 18
Type III SLO Conference and Approval	By Sept. 25
Type I Mid Point Check-in	By Oct. 2
Type III Mid Point Check-in	Math = By Oct. 2 SLO=Varies by teacher
DEA Winter Benchmark Test (Rdg)	By Dec. 11
DEA Winter Benchmark Test (Math)	By Dec. 11
Type III SLO Winter Benchmark Test	Varies by teacher
Type I Individual Student Growth Report (Rdg)	By Jan. 15
Type III Individual Student Growth Report (Math)	By Jan. 15
Type III SLO Individual Student Growth Report	Within 2 weeks of the end of the SLO unit
Final Student Growth Rating Conference	By Jan. 22

Definitions/Terms:

Assessment: 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.

- **Type I:** 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 scores by a non-district entity, and is administered either statewide or beyond Illinois.
- **Type II:** 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.
- **Type III:** 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.

Joint Committee: 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, which shall have the duties set forth in this Part regarding the establishment of a performance

evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Measurement Model: "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.

Multiple Measures: Multiple measures – two or more academic Assessments

Student Growth: 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.

Qualified Evaluator: "Qualified evaluator" shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable, and successfully passed the State-developed Assessments specific to evaluation of teachers or principals and assistant principals. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable.

Teacher: Teacher means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code.

Appendix

Contents:

Harvey SD 152 SLO Template - Form

Harvey SD 152 SLO Template - Guidelines

Harvey SD 152 Individual Student Growth Report

Harvey SD 152 Mid-point Reflection Sign-off Form

Harvey School District 152

Student Learning Objective (SLO) Framework- Form

Teacher Name: _____	School: _____
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Name of Assessment	Grade	Subject	Number of Students	Interval of Instruction

Rationale for Student Learning Objective (SLO)
 (Please include content standards covered and explanation of Assessment method.)

Student Learning Objective (SLO)

Baseline Data
 (Please include what you know about students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

Scoring Plan (10% Growth Pretest to Posttest)

Approval of Student Learning Objective (SLO)

Teacher: _____ Signature: _____ Date: _____

Evaluator: _____ Signature: _____ Date: _____

Educator Growth Rating			
Excellent	Proficient	Needs Improvement	Unsatisfactory
>60% Meet Target	50-59% Meet Target	40-49% Meet Target	<40% Meet Target

Results of Student Learning Objective (SLO)
 (Indicate what % of students met the final Assessment target and the appropriate Educator Growth Rating.)

Score/Rating: _____ Teacher: _____

Date: _____ Evaluator: _____

Harvey School District 152

Student Learning Objective (SLO) Framework- Guidelines

Teacher Name:	School:
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Name of Assessment	Grade	Subject	Number of Students	Interval of Instruction

Rationale for Student Learning Objective (SLO)

(Please include content standards covered and explanation of Assessment method.)

- Aligns with school and district curriculum maps
- Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior.

Student Learning Objective (SLO)

- **Rigorous**
- Targets specific academic **concepts, skills and behaviors** based on the **CCSS or district curriculum maps**
- Use **baseline data** to guide selection and instruction
- **Measurable**

Baseline Data

(Please include what you know about students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

- Uses **allowable data** to drive instruction and set growth targets
- **Measurable**
- Profile of class(es) (Academic, Behavior, Social/Emotional, Special Populations, Attendance)

Scoring Plan (10% Growth Pretest to Posttest)

- 10% Growth Pretest to Posttest – Refer to page 9 of the Dist. 152 PERA Plan for **calculation example**.
- Will there be different targets for different groups in the population?

Approval of Student Learning Objective (SLO)

Teacher: _____ Signature: _____ Date: _____

Evaluator: _____ Signature: _____ Date: _____

Educator Growth Rating

Excellent	Proficient	Needs Improvement	Unsatisfactory
>60% Meet Target	50-59% Meet Target	40-49% Meet Target	<40% Meet Target

Results of Student Learning Objective (SLO)

(State what % of students met the final Assessment target and the appropriate Educator Growth Rating.)

Score/Rating: _____ Teacher: _____

Date: _____ Evaluator: _____

Harvey School District 152

Mid-point Reflection Sign-off Form

Student Growth Midpoint reviews by the teacher and evaluators are mandated by PERA to review progress toward student growth and allows for an adjustment to instruction or the SLO, for Type III Assessments, as needed. The data to be considered at the midpoint review shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance. Data from formative Assessments such as classroom tests, student work samples, student attendance, discipline issues, grades, progress reports, etc. may be reviewed. Educators can reflect individually, in groups, or as a school. Collaboration should be encouraged, so as more experienced educators can help less proficient educators or even educators who are not as skilled in data analysis. A mid-point reflection form shall be completed and signed by both administrator and teacher at the time of the meeting.

This form is to certify that the teacher and evaluator have met to review progress toward student growth as outlined in the Harvey District 152 Student Growth Plan.

Teacher _____

Evaluator _____

Date of Mid-point Reflection _____