

Rantoul Township High School Student Growth Evaluation Plan

<p align="center">PERA Joint Decision: The student growth component in a summative evaluation</p>	<p align="center">Notes</p>	<p align="center">RTHS Completion Date</p>
<p>Percentage of the overall performance evaluation rating determined by student growth data:</p>	<p>2015-2016—25% Student Growth and 75% Professional Practice 2016-2017—25% Student Growth and 75% Professional Practice Starting in 2017-2018 and for subsequent years—30% Student Growth and 70% professional practice</p>	<p align="center">11/5/2014</p>
<p>Description of assessment tools necessary for student growth:</p>	<p>Each teacher is required to set two SLO's. You have the option of choosing a Type I or Type II mirrored assessment, and each teacher is required to use a Type III mirrored assessment. These SLO's will be weighted equally. For example if a teacher chose a Type II assessment for the first SLO it would be weighted 12.5% of the total student growth score during years 1 and 2 and 15% of the total student growth score for year 3.</p>	<p align="center">11/5/2014 Revised 1/23/15</p>
<p>Determination of how the student growth score will be assigned a rating on the Danielson Rubric:</p>	<p>Please see <u>Appendix A</u>: Student Growth Contribution to the Summative Score</p>	<p align="center">11/5/2014</p>
<p>Process for amending the evaluation plan:</p>	<p>The PERA Committee will meet at the conclusion of each school year to re-examine the evaluation plan and make changes as necessary while keeping consistent with state law and the collective bargaining agreement. The RTHS evaluation plan cannot be amended mid-year.</p>	<p align="center">11/5/2014</p>

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PERA Joint Decision: Student Sample	Notes	RTHS Completion Date
Guidelines for which students are included in a teacher's growth:	The student sample is defined as the majority of the student population (entire class, team or grade level) or may include a number of students within the identified student population (student subgroup) based on specific and named criteria agreed upon by the teacher and evaluator as indicated by the analysis of available data.	11/5/2014
Guidelines for the exclusion of students regarding attendance:	A student must be present for the pre and post-test and must be present for 85% of the instructional periods between those two points in time.	11/5/2014
Determination regarding the use of previous year student growth data. For example, a tenured teacher uses the 2015-2016 school year to collect student growth data and the 2016-2017 school year as the professional practice and summative evaluation year:	This item is tabled for year one of student growth implementation. This item will be re-visited at the end of year 1 of implementation.	11/5/2014
Guidance on shared responsibility for students:	Teachers who share students equally may benefit from the growth of all students. For example in a co-taught class both teachers can measure growth for all of their students. Therefore the special education teacher would use growth overall and not just for the special education students. Likewise the content specialist would measure growth with all students and not just the regular education students.	11/5/2014
Guidelines for the exclusion of students regarding data points:	Students may be excluded from a teacher's growth measurement if they are missing either the pre or post-test data points. Reasonable means should be taken to have all students take the pre and post-test. Teachers should allow a 2 week window for students to make up the pre and post-test. All exclusions must be verified with the evaluator.	11/5/2014
Guidelines regarding late-teacher assignment, teacher absence, teacher transfer, and teachers who are with their students less than 70% of the term:	If a teacher goes on leave, the teacher should still develop and complete all steps in the SLO process. The teacher and evaluator should adjust the SLO' timeline as necessary for the teacher's leave situation. For example the SLO should reflect student growth appropriate for the time frame.	12/3/2014

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<p align="center">PERA Joint Decision: Assessment Tools for Measuring Growth</p>	<p align="center">Notes</p>	<p align="center">RTHS Completion Date</p>
<p>RTHS approved measurement model:</p>	<p>Simple Growth Model—The simple growth model compares pre and post-performance data to measure growth, and is fair and applicable to all teachers.</p>	<p align="center">1/15/15</p>
<p>Specific Type I, II or III assessments to be used for each category of teacher:</p>	<p>The Type I, II, and III assessment chart was approved by the Educational Leadership Team. Please see Appendix B</p>	<p align="center">1/15/15</p>
<p>Approval process for teacher-created Type II and III assessment sets:</p>	<p>Please see Appendix C Pre-Approval of Type II and Type III Assessments and blueprint</p>	<p align="center">3/12/15</p>
<p>District requirements for setting student growth expectations consistent with the assessments and measurement models used (EX-Will MAP (Type 1) goals be set to district or local norms):</p>	<p>The teacher must determine the anticipated growth for each assessment (Type I, II or III). Projected student growth is a measure of individual student performance and not a measure of attainment. Growth goals may be tiered to account for varying levels of students. Evaluation ratings for student growth will be determined by comparing baseline data to post-assessment data to determine if the growth goals have been met.</p>	<p align="center">1/15/15</p>
<p>Narrative describing the SLO process:</p>	<p>Please see Appendix D Approval of Student Growth Objectives</p>	<p align="center">3/12/15</p>

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<p align="center">PERA Joint Decision: The Framework: Student Growth Goal Tools and Processes</p>	<p align="center">Notes</p>	<p align="center">RTHS Completion Date</p>
<p>District framework/tool for setting growth goals:</p>	<p>Please see Appendix E SLO Framework</p>	<p align="center">3/12/15</p>
<p>Suggested timeline for the framework:</p>	<p>Please see Appendix F Suggested Student Growth Timelines</p>	<p align="center">3/12/15</p>
<p>Minimum number of goals a teacher may submit SLO's:</p>	<p>Teachers are required to submit 2 student growth goals.</p>	<p align="center">2/15/15</p>
<p>Required approval process for the SLO process:</p>	<p>The teacher and evaluator, when appropriate, will be required to initial or sign the Suggested Student Growth Timeline at each step of the process. It is the teacher's responsibility to maintain documentation of student growth data in relation to each step of the process.</p>	<p align="center">3/12/15</p>

Key Vocabulary: Please See [Appendix G](#)

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