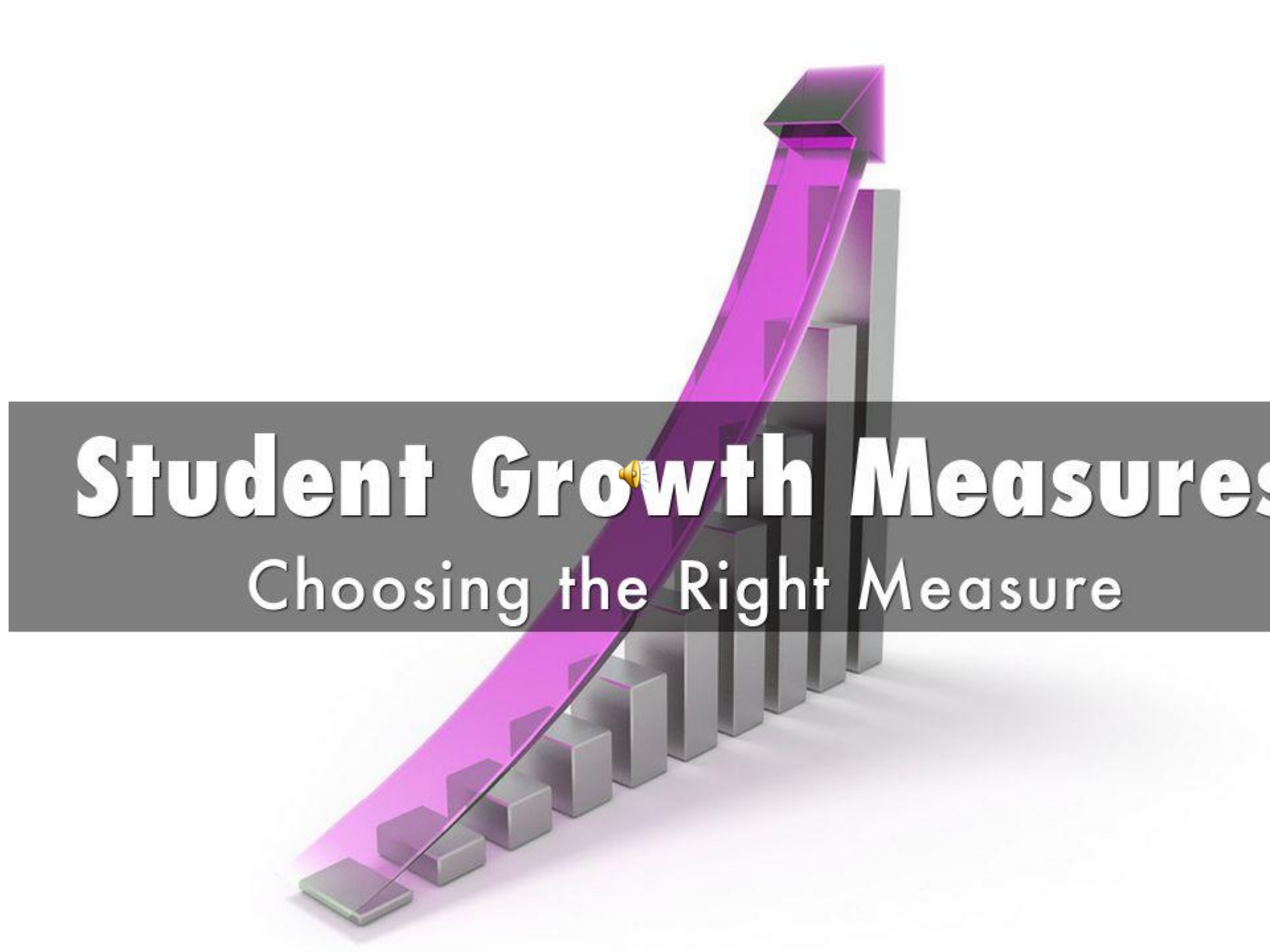

Student Growth Measures
Choosing the Right Measure

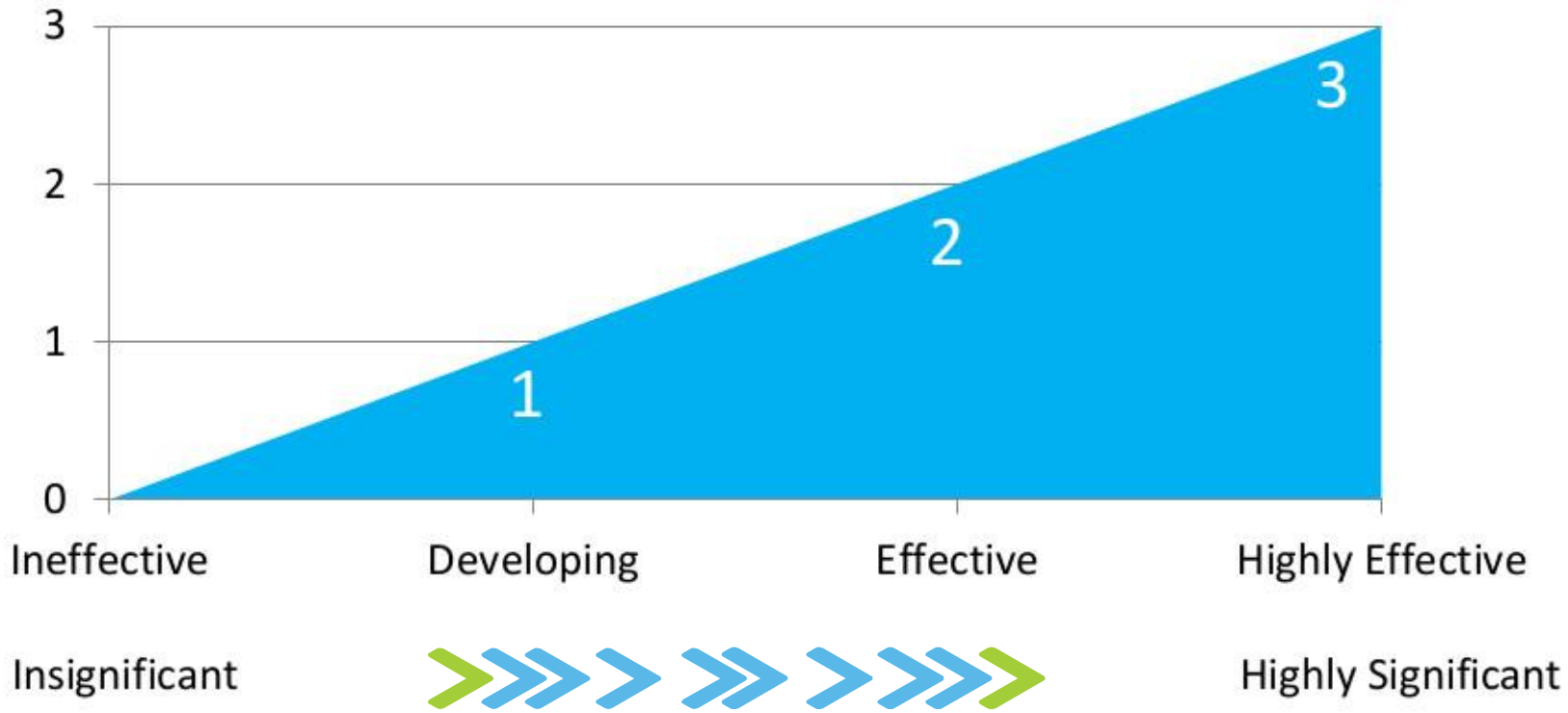

No Child Left Behind
Had Enough?
It's Time for a
Change!
www.nea.org/ESEA

6 Criteria For SGMs

1	Common assessments must be created in consultation with a school administrator with expertise in assessments, special education, ELL specialist and content expert.
2	Assessments cover all key subject/grade level content standards.
3	Number of test items should correlate to distribution of % of time spent teaching the content.
4	Assessments should allow high and low achieving students to demonstrate their knowledge.
5	Assessments should require higher order thinking as appropriate.
6	Assessments should measure accurately what it is designed to measure and produce similar results for students with similar levels of ability.

Dodge City Public Schools
UNIFIED SCHOOL DISTRICT 443

Multiple Student Growth Measures, Effectiveness, Significance



"Multiple Measures" is an educational term used to look at various measures of student growth, in addition to the state assessments.

Student Growth Measures:

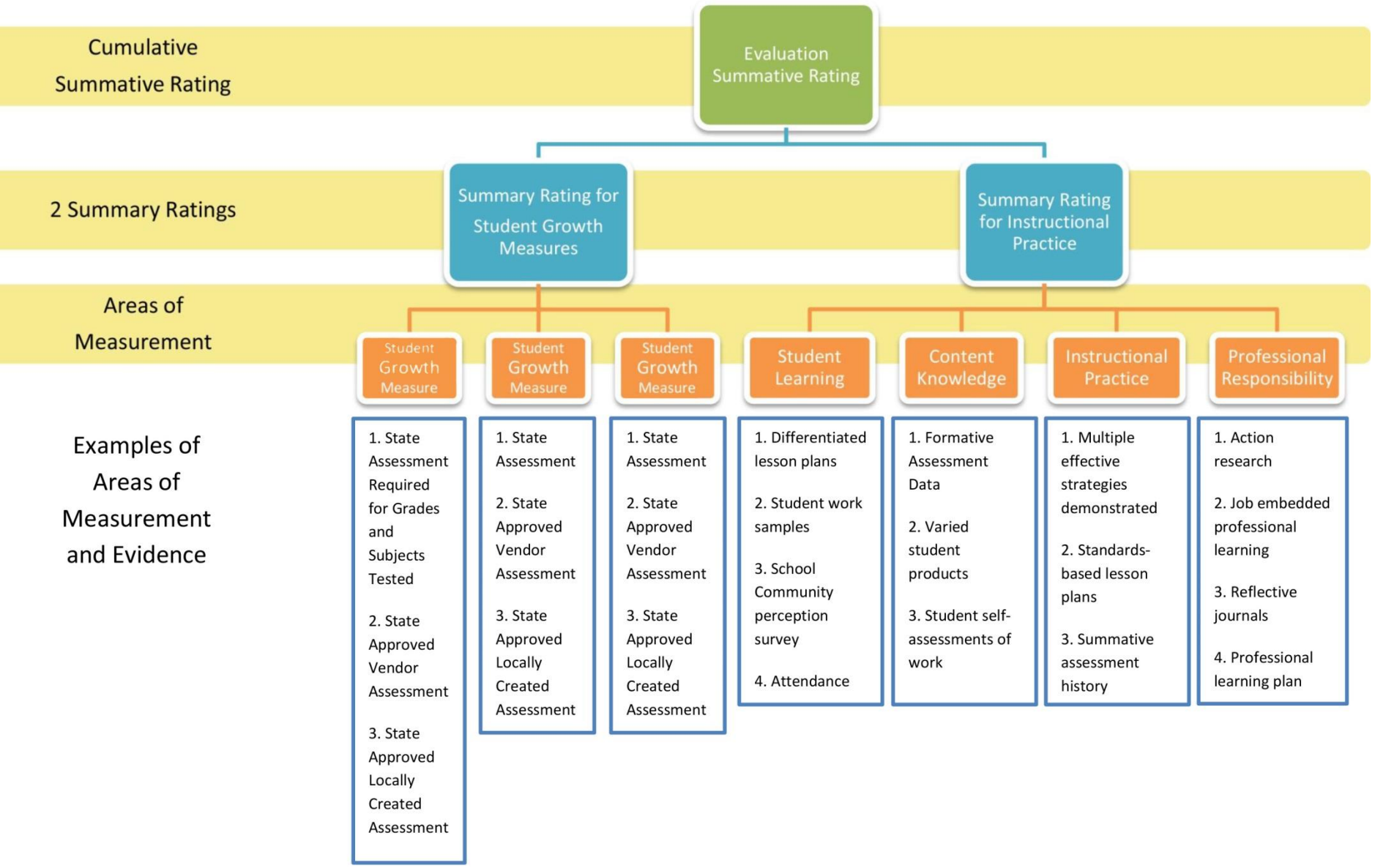
- Kansas school districts will include student growth as a significant factor in the evaluation of classroom teachers and building leaders.
- State approved student growth measures will document the specific amount of student growth attributable to the teacher or building leader between two identified points in time.
- Multiple measures of student growth (more than one) must be met before an educator can be rated as effective or highly effective.
- State assessments are one possible measure and are a required measure for all grade levels and content areas that give them. Commercially purchased assessments and locally developed performance assessments may also be used, once they are approved by the KSDE.

Matrix Used to Determine Summative Evaluation Rating Rules:

1. Must meet all three student growth measures to be considered highly effective or its equivalent for the Student Growth Measures Summary Rating.
2. Must meet at least two student growth measures to be considered effective or its equivalent for the Student Growth Measures Summary Rating.
3. Must meet at least one student growth measure to be considered developing or its equivalent for the Student Growth Measures Summary Rating.
4. The Final Summative Rating can only be rated one performance level higher than the lowest Summary Rating.
5. When both Summary Ratings are the same, that rating becomes the Final Summative Performance Rating.

NOTE: Kansas State Assessments used as a Student Growth Measure are only required for teachers of tested grades and subjects.

2014 - 2015 All Evaluations



KANSAS Final Summative Evaluation Rating

Chosen Instructional Practice Protocol

IPP SUMMARY RATING

FINAL Summative Evaluation Rating

Three Student Growth Measures

SGM SUMMARY RATING

Matrix Works
with or Without Percentages

Matrix Used to Determine Summative Evaluation Rating 3-31-2014

All Districts Must Use								Districts May Substitute their LEA Determined Evaluation System					All Districts Must Use			
Student Growth Measure Rating – 1. State Assessment Required for Tested Grades and Subjects 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	+	**Student Growth Measure Rating –** 1. State Assessment 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	+	**Student Growth Measure Rating –** 1. State Assessment 2. State Approved Vendor Assessment 3. State Approved Locally Created Assessment	=	**Student Growth Measures Summary Rating** Educators Must Have a Minimum of 2 Met Measures to be Rated Effective.		**Student Learning**	+	**Content Knowledge**	+	**Instructional Practice**	+	**Professional Responsibility**	=	**Instructional Practice Protocol Summary Rating**	+	**Student Growth Measures Summary Rating**	=	**Summative Evaluation Rating**
Met		Met		Met		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective		**Highly Effective**
Met		Met		Met		Highly Effective		Effective		Effective		Effective		Effective		Effective		Highly Effective		**Highly Effective or Effective**
Met		Met		Met		Highly Effective		Developing		Developing		Developing		Developing		Developing		Highly Effective		**Effective**
Met		Met		Not Met		Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Effective		**Highly Effective or Effective**
Met		Met		Not Met		Effective		Effective		Effective		Effective		Effective		Effective		Effective		**Effective**
Met		Met		Not Met		Effective		Developing		Developing		Developing		Developing		Developing		Effective		**Effective or Developing**
Met		Not Met		Not Met		Developing		Effective		Effective		Effective		Effective		Effective		Developing		**Effective or Developing**
Met		Not Met		Not Met		Developing		Developing		Developing		Developing		Developing		Developing		Developing		**Developing**
Met		Not Met		Not Met		Developing		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective		Developing		**Developing or Ineffective**
Not Met		Not Met		Not Met		Ineffective		Developing		Developing		Developing		Developing		Developing		Ineffective		**Developing or Ineffective**
Not Met		Not Met		Not Met		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective		**Ineffective**

RULES: 1. Must meet all three student growth measures to be considered highly effective for Student Growth Measures Summary Rating. 2. Must meet at least two student growth measures to be considered effective for Student Growth Measures Summary Rating. 3. Must meet at least one student growth measure to be considered developing for Student Growth Measures Summary Rating. 4. Can only be rated one performance level lower or higher than the lowest summary rating. 5. When all summary ratings are the same, that rating becomes the performance level.

NOTE: Kansas State Assessments used as a Student Growth Measure are only required for teachers of tested grades and subjects.

Pay Careful Attention to Rules 1-5 at left

Individual Growth Plans

In addition to an intervention schedule, **an Individual Growth Plan is required** for teachers and building leaders who are evaluated as "developing" or "ineffective." The template on the next page can be used to chart the student growth measures used to assess an educator's effectiveness.

The table below indicates when an Individual Growth Plan is required, as well as the recommended course of
action should an educator's practice not improve.

*Individual Growth Plan (IGP) required.

Year 1	Year 2	Year 3	Recommendation
Ineffective*	Ineffective*		Non-renew
Ineffective*	Developing*	Developing*	Intensive Supervision
Ineffective*	Developing*	Ineffective*	Non-renew
Developing*	Ineffective*	Developing*	Intensive Supervision
Developing*	Developing*	Ineffective*	Intensive Supervision
Developing*	Ineffective*	Ineffective*	Non-renew

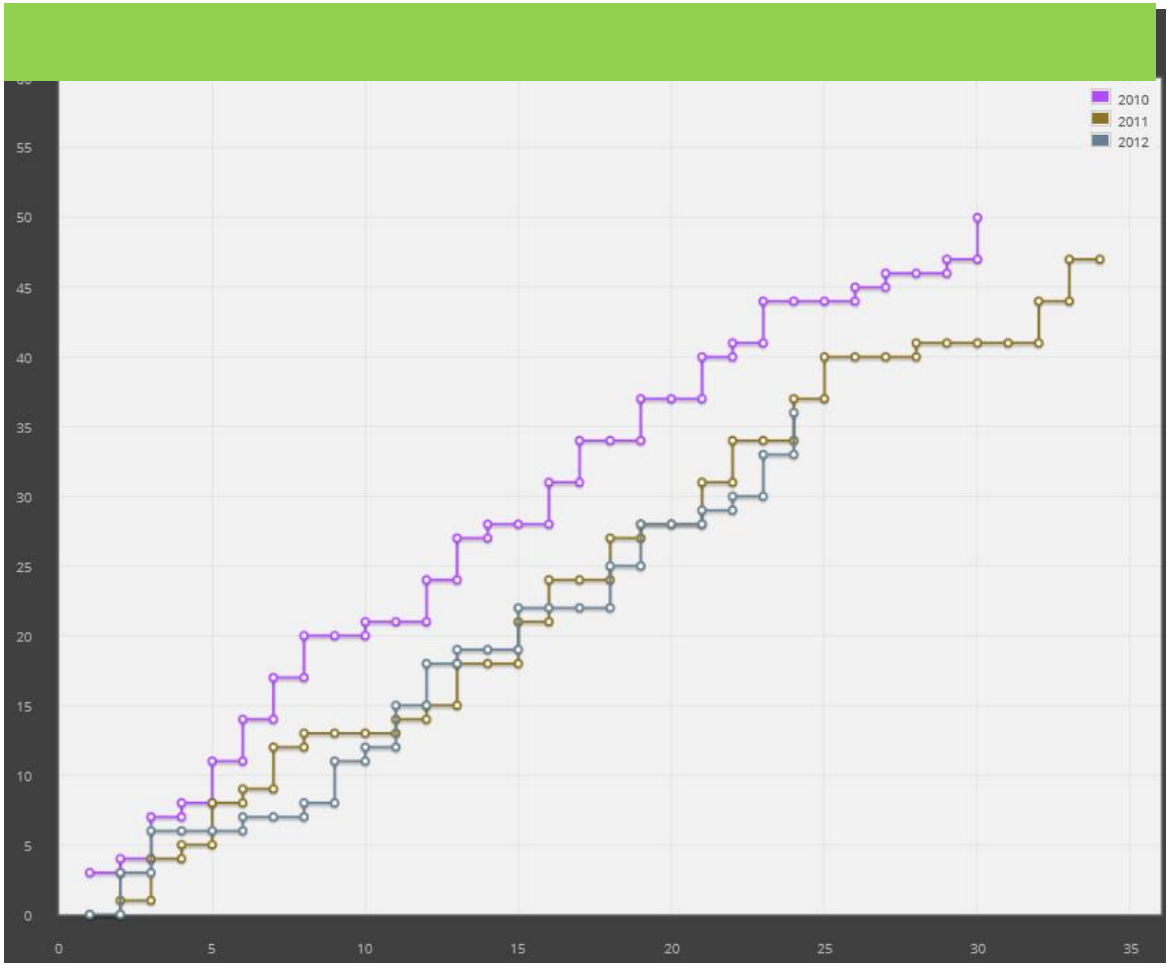

VALUE


SYMPHONY OF LOVE
PHOTO BY JASON ROGERS
IF YOU AIM HIGHER THAN YOU EXPECT,
YOU COULD REACH HIGHER
THAN YOU DREAMED OF.
- RICHARD BRANSON -

Significant Measures

- Does the measure show growth in mastery?
- Will the measured growth be significant?
- Are we proud for parents and public to know the measure used?

Determining Growth Points



- Teachers estimation of curriculum mastery and pace
- Estimated upon Past Growth
- Statistical Significance Measure

Developing a Measure

Review Standards and Content while Identifying Key Enduring Skills

Gather and Analyze Prior Student Data

Develop/Select a means of gathering evidence from multiple sources to establish a baseline

Develop the growth target and proficiency target along with a rationale

Identify instructional activities and methods to best meet student growth

Control Questions for Measurement Development

1) How did each teacher identify key enduring skills to determine need

2) How did each teacher gather student data prior to determining a student growth goal?

3) How do we review the results of our students' assessments together as a team?

4) Do the sources of evidence chosen/designed allow high- and low-achieving students to adequately demonstrate their knowledge?

Student Report

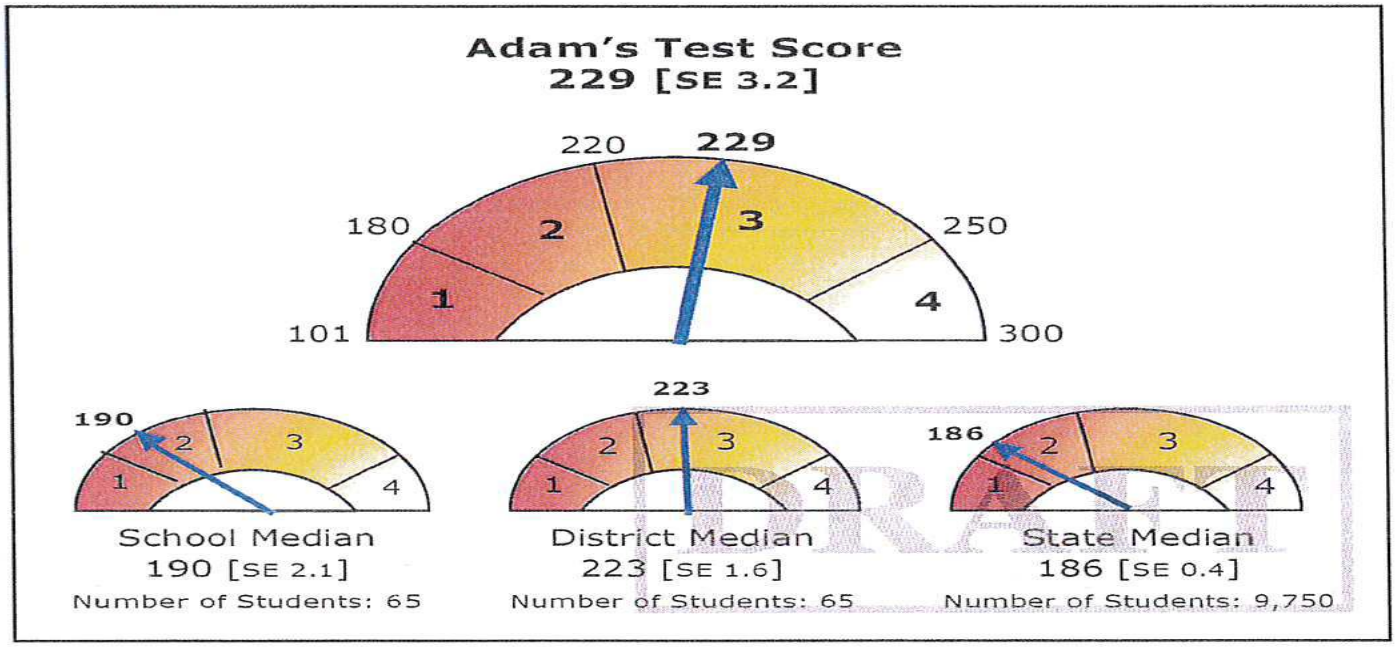
Student: Constantine, Adam
Student State ID: 6013425
School Year: 2014–2015

KANSAS ASSESSMENT PROGRAM

Grade 3 Mathe

School: Sunflower E
District: Shawnee Missi

This report has information about your student's Kansas Assessment Program (KAP) test scores. Th assessments measure a student's understanding of the Kansas College and Career Ready Standard student's grade level. The test contains questions that ask students to select the right answer as w questions that ask the student to sort items, create graphs, or label pictures.



The first graph shows overall score on the n The bands on the gra represent the four po levels, with 4 being t highest level. The arr Adam's score.

The three smaller gra the performance of o graders in Adam's sc school district, and th The median, or midd in an ordered list of n is used for these com graphs.

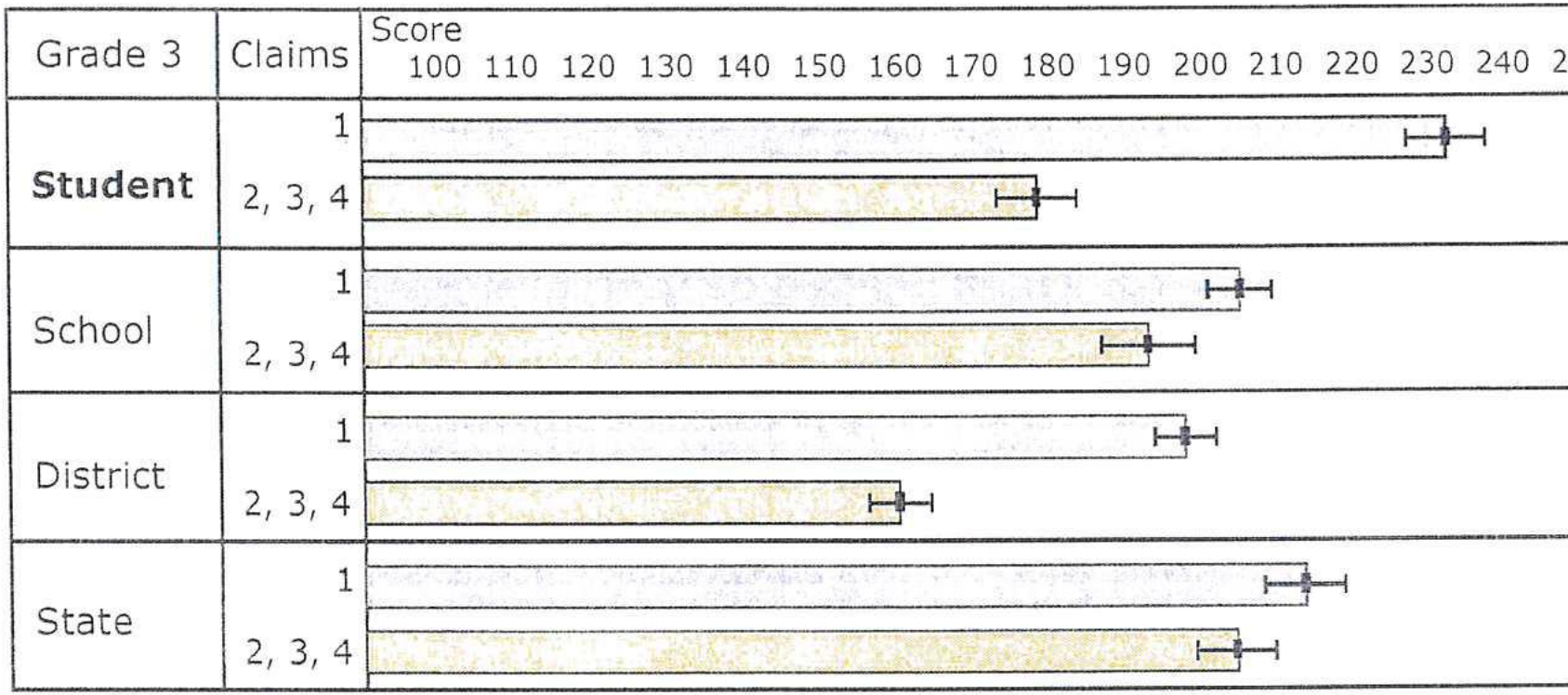
Performance Levels

Overall scores on the KAP test are divided into four performance levels. The levels range from 1 to 4, with 4 being the highest level. Adam's score is in Level 3.

Level	Score Range	Level N
4	281 – 300	Leve
3	221 – 280	Leve
2	151 – 220	Leve
1	101 – 150	Leve

Students who performs at this level can use basic operations, properties, rules, and strategies for solving one- and two-step problems; compare and generate equivalent fractions; solve problems involving measurement of time, volumes, masses, length, or temperature; create graphs to represent data and answer questions; and determine and compare perimeters of rectilinear figures.

Student's Strengths and Areas for Support



This chart shows your student's performance on specific areas (also called claims) of the Grade Mathematics test, as well as the performance of grade 3 students in the school, district, and sta The bracket on either side of the bold score line represents the standard error, or how much a student's performance might vary if the student took many equivalent versions of the test.

Mathematics test questions cover four main areas of the Kansas mathematic standards. There a fewer questions on the test for Problem Solving, Communicating and Reasoning, and Modeling a