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**SLO Approval Process/Timeline**

**General:**

1. The length of each SLO must be a minimum of 2 weeks, maximum of 9 weeks (or the time span between 2 testing sessions, if using a standardized assessment).
2. The law requires two measurements of growth to be used to determine a teacher’s final growth rating.
3. Tenured teachers will be required to complete a minimum of 1 growth measurement (SLO) per school year. They are allowed to complete up to 3 per year. Non-tenured teachers will be required to complete 2 growth measurements per year, but can complete as many as 3.
4. If the teacher accumulates more than the 2 growth measurements required by law during the evaluation cycle, the teacher will select the 2 SLOs that will be used for evaluation purposes. Teachers are required to notify the evaluator by February 1 of the evaluative year which 2 completed SLOs will be used for determining the final growth rating.
5. Each SLO will include some type of assessment. According to the law, one of the two required SLOs must use an assessment considered to be a TYPE I or TYPE II, and one SLO must use an assessment considered to be a TYPE III. If there is no appropriate TYPE I or TYPE II assessment available, the teacher may use two TYPE III assessments.
   1. **TYPE I:** Any standardized test such as MAP or AimsWeb
   2. **TYPE II:** Any assessment given to all students in the district in a particular grade level or course
   3. **TYPE III:** Any assessment a teacher decides to use for his/her particular class
6. 30% of the final summative evaluation is determined by combining the results of the 2 SLOs submitted by the teacher.
7. 2016-2017 only – teachers being evaluated in the first year of implementation can still complete up to 3 SLOs. However, if the SLOs are using Type III assessments, only 1 needs to be submitted for determining the growth rating. If the teacher completes more than 1, the teacher will choose which SLO to submit.
8. Student growth for the purpose of the evaluation will be based on one class, one subject area, or one section of a particular area or across sections in some curricular areas.

Example: Reading in Ms. Jones’ 4th grade class; Algebra 2, period 3, for Mr. Jones

1. If the teacher and evaluator cannot agree on any step in the development of the SLO Framework, the teacher has 5 school days to appeal to the Evaluation Joint Committee. This committee will make the final SLO determination. The committee will consist of all official members, with the exception of the evaluator and any teacher in the same building as the involved teacher.

**SLO Process**

Step 1 – Learning Goal

1. Teacher submits the Step 1 documents to the evaluator at least 10 school days before planning to start the SLO.
2. The evaluator reviews the Learning Goal to determine its appropriateness. The evaluator must act on this step within 5 school days of its submission.

Step 2 - Assessments

1. The teacher uses the appropriate assessment selection documents to identify the assessments to be used in the SLO.
2. The teacher submits the Step 2 documents to the evaluator.
3. The evaluator reviews the assessment and submitted documents, using the assessment approval checklist. The evaluator must act on this step within 5 school days of its submission.

Step 3 – Population, Baseline, Growth Targets

1. The teacher decides which of the 5 measurement models will be best suited for gathering and interpreting the data collected during the growth measurement
2. The teacher identifies the targeted population, conducts the collection of baseline data, and determines growth targets. Baseline data and growth targets should be entered on the selected measurement model worksheet.
3. For the Population section, the following exclusions are allowable:
   1. Students that miss the first or last assessment in the SLO cycle.
   2. Students that are absent for 25% or more of instructional time (not determined until the end of the SLO cycle).
4. The teacher must submit the Step 3 packet to the evaluator within 5 school days of completion of the collection of baseline data.
5. The evaluator must act on the Step 3 packet within 5 school days of its submission.
6. **Once the baseline data has been collected, the growth measurement (SLO) interval has begun**

Step 4 – Mid-Point Review of Data

1. At the approximate mid-point of the growth measurement interval, the teacher is required to conduct a review of student progress towards the growth targets
2. The mid-point check can consist of an actual exam, or a review of student work up to that point
3. The teacher completes the “SLO Midpoint Review” form. This form must be submitted to the evaluator within 3 school days of conducting the review. Reminder: the only changes allowed following the mid-point review are the interval of instruction or the summative assessment.
4. If the teacher requests a conference to discuss progress, the conference must be scheduled within 5 school days of receiving the request

Step 5 – Final Results & SLO Rating

1. At the completion of the SLO interval, the teacher will conduct the summative assessment. Results of the assessment will be entered into the measurement model worksheet.
2. On the measurement model worksheet, determine what percentage of eligible students achieved the growth targets.
3. Determine the rating for the SLO using the following descriptors:
   1. Excellent - 76% or more of students on SLO roster met growth targets.
   2. Proficient - 51-75% of students on SLO roster met growth targets.
   3. Needs Improvement - 26-50% of students on SLO roster met growth targets.
   4. Unsatisfactory - 25% or less of students on SLO roster met growth targets.
4. The teacher must request a final conference with the evaluator upon completion of the SLO process. The conference should occur within 10 school days of the request.