



Student Growth and the Use of Student Data for Teacher Evaluations

Based upon Section 380.1249 of the Michigan Revised School Code, teacher evaluation systems must establish clear approaches to measuring student growth, while using multiple rating categories that take into account data on student growth as a significant factor of the teacher's evaluation. For grades and subjects in which state assessments are administered in compliance with 20 USC 6311, student growth must be measured, at least in part, using the state assessments, and for grades and subjects in which state assessments are not required and administered for purposes of 20 USC 6311, student growth must be measured, at least in part, using alternative assessments that are rigorous and comparable across schools within the school district.

The performance evaluation system shall include at least an annual year-end evaluation for all teachers, where at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation, enacted by the legislature, after review of the recommendations contained in the report of the former Michigan Council for Educator Effectiveness. For the purposes of student growth data at Holton Public Schools, 25% of the student data component of the evaluation will be based upon the percentage of students who meet or exceed student growth targets, as defined in the Student Learning Objectives (SLO) established by the teacher, in consultation with the school administrator. All student growth goals will be approved by the building principal. The second 25% of the student data component will be based upon multiple indicators, including other assessments used by the teacher or school district, as well as national, state, and/or local assessment data where available and appropriate.

If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3 consecutive school year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

Student Learning Objectives (SLO)

The Michigan Department of Education defines a Student Learning Objective (SLO) as “a measurable, long-term, academic goal, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students or a subset of students. Student Learning Objectives are focused on the most valuable learning that takes place in a course or across a grade level. They are specific and measurable goals that are based on student data and aligned to curriculum standards (*Measuring student growth: An introduction to student learning objectives*, p.1).”

How to define and complete a Student Learning Objective (SLO):

1. Teachers will complete the MDE's SLO Checklist and SLO Template, and will identify growth targets for each student that will be entered onto the SLO Scoring Template.
2. Teachers will complete a pre-assessment of students and use this data collection as the baseline data to establish student growth against the growth target.
3. Teachers will complete mid-year and end of year assessments, and collect student data to be entered into the SLO Scoring Template.
4. The SLO Scoring Template will be used to calculate the percentage of students who meet or exceeded the growth target, and a descriptive rating and numerical rating will be assigned to this portion of the teacher's evaluation.

Growth targets will be identified for each student, and a descriptive and numerical rating will be assigned to each teacher based upon the percentage of students that meet or exceed the growth target, according to the chart below:

Descriptive Rating	% of Students that Meet or Exceed the Growth Target	Numerical Rating
Highly Effective	90 – 100	4
Effective	70 – 89	3
Minimally Effective	50 – 69	2
Ineffective	50 or less	1

Student Learning Objective (SLO) data shall account for at least 25% of the student growth measure in the teacher evaluation model that Holton Public Schools has elected to utilize to evaluate its teachers; however, the Student Learning Objective (SLO) may account for up to 50% of the total student growth measure in the absence of other forms of data to support the evaluation.

It should also be noted that Holton Public Schools will comply with all changes in law, or applicable statutes, as they relate to teacher evaluation. Should the percentage in which student growth data is used to calculate a teacher’s effectiveness rating be altered by changes in law, the teacher evaluation model utilized by Holton Public Schools will follow the law. For instance, should the percentage of student growth in a teacher’s evaluation be lowered from 50% to 25% for the 2015 – 2016 school year, 25% of the evaluation will be based upon student achievement data (where 12.5% is based upon the teacher’s SLO and 12.5% is based upon other relevant data measures), and 75% is based upon a teacher’s Professional Growth Plan Areas of Focus and the 5D+ Instructional Framework Rubrics.

Other Data

Teachers may include other measures of student achievement data as a source of local assessment data to be considered. This data may include, but is not limited to: STAR Reading or STAR Math assessments, Accelerated Reader, Fountas and Pinnell, Easy CBM, Wonders assessments, unit and course common assessments, among other measures. Other data may account for no more than 25% of the growth measure.

