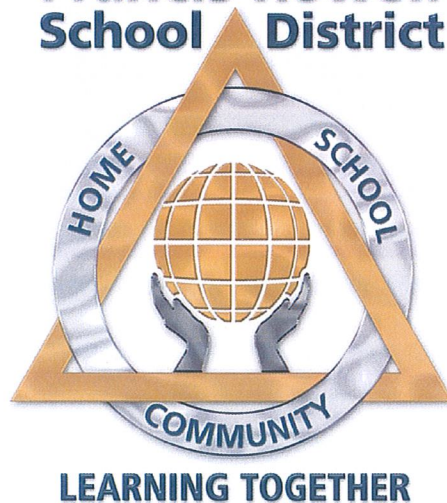




**Francis Howell
School District**



STUDENT DATA TO BE MONITORED HANDBOOK

Adapted from Missouri Department of Elementary and Secondary Education
Student Learning Objectives Handbook

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OVERVIEW

What is Student Data to be Monitored Form?

The Student Data to be Monitored form documents a measurable, long-term goal of academic growth that represents a portion of a teacher's impact on student learning. The teacher gathers and analyzes student data, establishes goals, and then assesses whether students have met those goals at the end of a defined period of instruction. This form is used to document, as part of the teacher evaluation, work that is, in most cases, already being done by teachers in their PLCs.



Missouri's Essential Principles of Effective Evaluation require that all districts use student growth data as a significant contributing factor in educator evaluations. Filling out the Student Data to be Monitored Form provides an opportunity to examine student growth data by gathering baseline scores, setting measurable goals for improvement, and ultimately assessing growth.

PROCESS FOR TEACHERS

1. Student Data to Be Monitored and Rationale for Choice of Data

In Francis Howell, **Priority Standards** have been identified in each curricular area. The pre-tests for Quarterly Assessments related to those Priority Standards will help teachers to determine which Priority Standards should be the focus of the student data being monitored, and what the baseline data will be. Priority Standards that offer the most room for growth would be an appropriate choice. This can be determined by the individual teacher, or the PLC. For areas where Priority Standards have not been identified (e.g.-special education, guidance, library, SLP) student data to be measured will be developed by the individual teacher or PLC. Using special education as an example, the data to be measured might be students' IEP goals.

2. Student Population

Teachers must next identify the student population to which the student data being monitored will apply. For elementary classroom teachers, the population should be the entire class. For secondary

classroom teachers, the population could be, for example, all of the students in one of the subjects the teacher is responsible for, or one class the teacher is responsible for. For early childhood teachers, the population could be one class.

3. Improvement Goal and How and When Progress Will Be Measured

An improvement goal is the amount of improvement the teacher expects to see from the intended student population. Typically, a growth target will be set in terms of the percentage of growth expected from the pre-test to a Quarterly Assessment given later in the school year.

When setting a growth target, teachers should consider the baseline data of the student population and set ambitious but achievable goals.

Teachers should consider developing tiered targets if the baseline data shows a significant gap in skills and knowledge among students. In other words, it would be appropriate to set different growth targets for groups of students with widely differing skills and knowledge. See Appendix for information about tiered growth targets and advanced tiered growth targets.

4. Submit for Approval

Once the document is complete, the teacher should submit it to the designated administrator for approval by the end of 1st Quarter. The electronic form is filled out, signed electronically, and emailed to the designated administrator for approval. The administrator will sign the form electronically and email it back to the teacher.

5. Regularly Track Progress

To ensure that students are on track to reach their goal, the teacher should monitor progress by examining formative data along the way, which is typically already being done by PLCs. Accurate formative data allows the teacher to adjust instruction as necessary and continuously inform students of their progress.

6. Results of Measured Progress

Success of student attainment of goals is determined by performance on the designated Quarterly Assessment. Summative results should be recorded in this section of the form to document overall performance improvement of the students.

7. Building Grade Level Data for Tested Areas

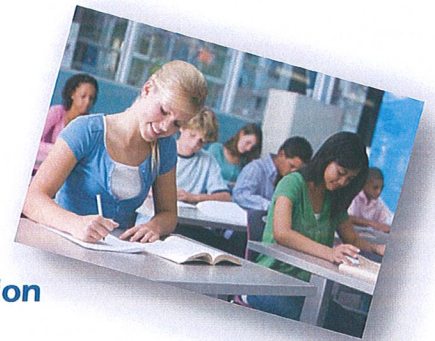
The teacher should fill in the building state test results, as follows:

Secondary: the subject taught should be listed in the space provided and state testing data (percent of students scoring Advanced, Proficient, Basic, and Below Basic) should be entered in the indicated section on the form if the teacher teaches in a state tested grade/subject.

Elementary: State testing data (percent of students scoring Advanced, Proficient, Basic, and Below Basic) for ELA and MA should be entered in the indicated sections on the form.

8. Submit for Final Signature

Once the document is finalized, the teacher should submit it to the designated administrator for approval prior to April 30 or prior to the Summative Evaluation Conference.



Using Student Learning Objectives in the Overall Evaluation

As noted earlier, **Missouri's Essential Principles of Effective Evaluation** require that all districts use student growth data as a significant contributing factor in educator evaluations.

This will be accomplished through teachers recording the student learning data, annually, on the Student Data to be Monitored form. In formative years, the form will be stored in the teacher's building personnel file, only. This data (from formative and summative years) will be used as a basis for an evaluative dialogue at the time of the teacher's summative evaluation. In formative years, the student data will be regularly monitored by the evaluator; if concerns in students' progress are noted, the evaluator will address those concerns with the teacher.

For Teachers Who Teach in State Tested Grades and/or Subjects

For teachers who teach in state tested grades and/or subjects, state testing data will also be included as a part of the teacher's evaluation. At the time of the teacher's summative evaluation, this information will be examined by the administrator.

Appendix

Seven Essential Principles of Effective Evaluation

1. Measures educator performance **against research-based, proven practices** associated with the improvement of student performance
2. Uses multiple ratings to **differentiate levels of performance**
3. Highlights a probationary period of adequate duration to ensure sufficient induction and socialization support for new teachers and leaders
4. Includes measures of growth in student learning as a significant part of the evaluation of professional practice at all levels
5. Provides ongoing, timely, deliberate and **meaningful feedback** on performance relative to research-based targets
6. Requires standardized, periodic **training for evaluators** to ensure reliability and accuracy
7. Utilizes the **results and data to inform decisions** regarding personnel, employment determinations and policy regarding employment

Tiered Growth Targets

- Students organized into tiers
- Students in same tier have same target

▪ Ex.)

Baseline	Target
0 – 40	60
41 – 55	70
56 – 70	80
71 – 85	90
86 – 100	95

Means “students who scored anywhere from 0 to 40 on the pre-assessment will be expected to score 60 points or more on the post-assessment”

Advanced Tiered Growth Targets

- Students organized into tiers
- Target is the higher of two possible scores

Example

Baseline	Target	
	Constant	Variable
0 – 40	60	Baseline +30
41 – 55	70	Baseline +25
56 – 70	80	Baseline +20
71 – 85	90	Baseline +10
86 – 100	95	Baseline +5

Students who scored anywhere from 0 to 40 on the pre-assessment will be expected to earn the higher of two scores:

1) 60 points on the post-assessment

OR

2) whatever was scored on the pre-assessment, plus 30 points

Sample Blank Form
FRANCIS HOWELL SCHOOL DISTRICT
STUDENT DATA TO BE MONITORED

Teacher Name _____ Grade/Subject _____

School Year _____ Formative Yr 1 Yr 2 Or Summative

Building _____ Evaluator _____

Instructions: All teachers should fill out this form and present it to their supervising administrator for approval no later than the end of 1st Quarter. The form should be completed and submitted to the supervising administrator prior to April 30 or prior to the Summative Evaluation Conference.

Priority Standards to Be Monitored/Rationale for Choice of Priority Standards

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Student Population

Describe student population	#HISP	#AA	#IEP	#ELL	#FRL
	Or #Super HUSG				

Improvement Goal and How and When Progress Will Be Measured

--

Teacher's Signature/Date

Administrator Signature/Date

State Tested Areas Only—Results from previous spring

BUILDING GRADE LEVEL DATA FOR TESTED AREAS

(for secondary, use one subject taught; for elementary, record data for ELA and MA-each on a separate grid)

Subject (Secondary) _____
ELA for Elementary

Level	% of Students	Level	% of Students
Proficient		Basic	
Advanced		Below Basic	

MA for Elementary

Level	% of Students	Level	% of Students
Proficient		Basic	
Advanced		Below Basic	

Teacher's Signature/Date

Administrator's Signature/Date

INSTRUCTIONS
FRANCIS HOWELL SCHOOL DISTRICT
STUDENT DATA TO BE MONITORED

Teacher Name _____ Grade/Subject _____

School Year _____ ☐ Formative ☒ Yr 1 ☒ Yr 2 Or ☐ Summative

Building _____ Evaluator _____

Instructions: All teachers should fill out this form and present it to their supervising administrator for approval no later than the end of 1st Quarter. The form should be completed and submitted to the supervising administrator prior to April 30 or prior to the Summative Evaluation Conference.

Priority Standards to Be Monitored/Rationale for Choice of Priority Standards

Explain what priority standards (minimum three) will be monitored-be specific, including use of baseline data (see examples); in most cases, these will be established by the PLC

Explain why these priority standards will be monitored-be specific (see examples)

Data should be included for a minimum of one class period (secondary and early childhood) or grade level (elementary)

Student Population

Describe student population	#HISP	#AA	#IEP	#ELL	#FRL
This section will vary, but may include number of students, class periods represented (if appropriate), male/female composition of class(es), and any special circumstances (number of students with a 504, for example).					
To the right, a teacher may indicate (not mandatory) the number of students in each of the categories in the top section, OR the number of students who are identified as being in the Super Subgroup.	Or # HUSG				

Improvement Goal and How and When Progress Will Be Measured

Goal must be SMART and must be based on IMPROVEMENT (note: a goal that "x" percent of students will attain "y" mastery of the priority standard would not be appropriate because that would not speak to academic growth of students)

o Specific – what will be improved, and by how much? For classroom teachers, three priority standards, established through PLCs, should be monitored.

o Measurable – is the improvement quantifiable? How goal will be measured? What assessment will be used?

o Achievable – can the measurable goal be achieved?

o Realistic – can results be realistically be achieved, given available resources?

o Time-Bound –when the results will be measured? What will be the interval of instruction between data points (minimum of two points)

Teacher's Signature/Date

Administrator Signature/Date

Results of Measured Progress

Include data from ending data point
Indicate progress made
Include any mitigating factors/extenuating circumstances

State Tested Areas Only—Results from previous spring

BUILDING GRADE LEVEL DATA FOR TESTED AREAS

(for secondary, use one subject taught; for elementary, record data for ELA and MA-each on a separate grid)

Subject (Secondary) _____

ELA for Elementary

Level	% of Students	Level	% of Students
Advanced		Basic	
Proficient		Below Basic	

MA for Elementary

Level	% of Students	Level	% of Students
Advanced		Basic	
Proficient		Below Basic	

Teacher's Signature/Date

Administrator's Signature/Date

The teacher should fill in the building state test results, above, as follows:

Secondary: the subject taught should be listed in the space provided and state testing data (percent of students scoring Advanced, Proficient, Basic, and Below Basic) should be entered in the indicated section on the form if the teacher teaches in a state tested grade/subject.

Elementary: State testing data (percent of students scoring Advanced, Proficient, Basic, and Below Basic) for ELA and MA should be entered in the indicated sections on the form.

**FRANCIS HOWELL SCHOOL DISTRICT
STUDENT DATA TO BE MONITORED**

Teacher Name Barney Fife Grade/Subject 5th
 School Year 2016-17 ☒ Formative ☒ Yr 1 ☐ Yr 2 Or ☐ Summative
 Building Mayberry Elementary Evaluator Dr. Andrew Griffith

Instructions: All teachers should fill out this form and present it to their supervising administrator for approval no later than the end of 1st Quarter. The form should be completed and submitted to the supervising administrator prior to April 30 or prior to the Summative Evaluation Conference.

Priority Standards to Be Monitored/Rationale for Choice of Priority Standards

We are going to monitor priority standards in the area of mathematics. We will monitor 3 standards that show a need for improvement. We will use the Galileo tests given at the beginning of the year as the baseline. We will use the third quarter assessment for our summative information. We will monitor the following priority standards:

Math (5.NBT.3). Read write and compare decimals to the thousandths
 Math (5.NBT.6). Find whole number quotients of whole numbers
 Math (5.NBT.7) Add, subtract, multiply and divide decimals

Student Population

Describe student population	#HISP	#AA	#IEP	#ELL	#FRL
In a class of 25, in addition to the groups represented in the chart, there are two students on a 504 plan for learning, receiving services outside of the regular classroom.	0	4	4	0	6
	Or #husg				

Improvement Goal and How and When Progress Will Be Measured

Students scoring in the bands below will show the indicated growth as measured on two Galileo assessments, for each standard, by May 2017:

0-25% on pretest-50% growth
 26-50% on pretest-30% growth
 51-75% on pretest-20% growth
 76% and above on pretest 10% growth

Teacher's Signature/Date

Administrator Signature/Date

Results of Measured Progress

The students made good progress on our priority standards.
NBT.3 - 19 of 25 students met their target improvement goal
NBT.6 - 25 of 25 students met their target improvement goal
NBT.7. - 23 of 25 students met their target improvement goal

One student missed 15 classes due to illness.
Two students dropped from the class, and there was an additional student added mid-term.

State Tested Areas Only—Results from previous spring

BUILDING GRADE LEVEL DATA FOR TESTED AREAS

(for secondary, use one subject taught; for elementary, record data for ELA and MA-each on a separate grid)

Subject (Secondary) _____
ELA for Elementary

Level	% of Students	Level	% of Students
Advanced	40.3	Basic	14.6
Proficient	36.8	Below Basic	8.3

MA for Elementary

Level	% of Students	Level	% of Students
Advanced	36.8	Basic	27.1
Proficient	20.1	Below Basic	16.0

Teacher's Signature/Date

Administrator's Signature/Date

FRANCIS HOWELL SCHOOL DISTRICT
STUDENT DATA TO BE MONITORED

Teacher Name Susan Clooney Grade/Subject 6 Science
School Year 2016-17 ☒ Formative ☐ Yr 1 ☒ Yr 2 Or ☐ Summative
Building Sun Valley MS Evaluator Dr. George Smith

Instructions: All teachers should fill out this form and present it to their supervising administrator for approval no later than the end of 1st Quarter. The form should be completed and submitted to the supervising administrator prior to April 30 or prior to the Summative Evaluation Conference.

Priority Standards to Be Monitored/Rationale for Choice of Priority Standards

IN1A6b (all year) Baseline 14% of students show mastery
ES2B8c (1Q) Baseline 23% of students show mastery
ES2D8b (2Q) Baseline TBD
ES2F7b (3Q) Baseline TBD
ES2F7c (3Q) Baseline TBD
UN2C7g (4Q) Baseline TBD

We identified these standards as a district PLC because they represent what 6th grade students should be able to do by the end of the year.

Student Population

Describe student population	#HISP	#AA	#IEP	#ELL	#FRL
149 students 6 class periods 2 CT classes	12	30	24	1	45
Or #HuSG					

Improvement Goal and How and When Progress Will Be Measured

Student data will come from a variety of assessments (i.e.-exit slips, district PE, district summatives).

100% of students will show an increase of 60% in mastery for the priority standard for the quarter (or year).

Progress will be measured during the quarter in which the standard will be taught.

Teacher's Signature/Date

Administrator Signature/Date

Results of Measured Progress

	Baseline	End of Unit
IN1A6b	14%	95%
ES2B8c	23%	82%
ES2D8b	5%	87%
ES2F7b	17%	85%
ES2F7c	9%	73%
UN2C7g	7%	68%

Three of my students missed 15 or more days during the first three quarters of the school year.

We met our goal on four of the six priority standards. I believe this was due to the fact that this is a new curriculum and we are working to determine the best ways to teach the material.

State Tested Areas Only—Results from previous spring

BUILDING GRADE LEVEL DATA FOR TESTED AREAS

(for secondary, use one subject taught; for elementary, record data for ELA and MA-each on a separate grid)

Subject (Secondary) _____

ELA for Elementary

Level	% of Students	Level	% of Students
Proficient		Basic	
Advanced		Below Basic	

MA for Elementary

Level	% of Students	Level	% of Students
Proficient		Basic	
Advanced		Below Basic	

Teacher's Signature/Date
Signature/Date

Administrator's

**FRANCIS HOWELL SCHOOL DISTRICT
STUDENT DATA TO BE MONITORED**

Teacher Name Sally Superstar Grade/Subject 9-11 Algebra A
 School Year 2016-17 ☐ Formative ☐ Yr 1 ☐ Yr 2 Or ☒ Summative
 Building Mizzou HS Evaluator Mr. Tiger

Instructions: All teachers should fill out this form and present it to their supervising administrator for approval no later than the end of 1st Quarter. The form should be completed and submitted to the supervising administrator prior to April 30 or prior to the Summative Evaluation Conference.

Priority Standards to Be Monitored/Rationale for Choice of Priority Standards

I am monitoring my first and second period students for solving equations, graphing, and factoring (standards ARE 13, NRN 1, and ARE 14). These standards/skills are essential for them to retain and be able to implement in any and all next level math classes.

Priority Standard #1: ARE 13 Students will be able to solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Priority Standard #2: NRN 1 Students will be able to explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values.

Priority Standard #3: ARE 14 Students can solve quadratic equations in one variable.

Student Population

Describe student population	#HISP	#AA	#IEP	#ELL	#FRL
I have a variety of students in these two classes; 36 fresh, 11 soph and 3 jr; 11 students who are a member of the Super Subgroup; 7 students have IEP; of 52 students, 27 are female and 25 are male					
2/25 update-I have had a change in some of my students for the beginning of school; I had 3 additional students transfer in at semester, bringing my total to 10 IEP students	Or #HUSG 11				

Improvement Goal and How and When Progress Will Be Measured

A pretest showed student mastery as follows:

ARE 13 - 32% of students

NRN 1 - 28% of students

ARE 14 - 31% of students

By the end of the semester, 80% of students will show mastery of each of these standards, as measured by the district second quarter common formative assessment.

Teacher's Signature/Date

Administrator Signature/Date

Results of Measured Progress

The district second quarter common formative assessment showed mastery as follows:

ARE 13 - 85% of students

NRN 1 - 78% of students

ARE 14 - 87% of students

Please see attached Mastery Manager reports

State Tested Areas Only—Results from previous spring

BUILDING GRADE LEVEL DATA FOR TESTED AREAS

(for secondary, use one subject taught; for elementary, record data for ELA and MA-each on a separate grid)

Subject (Secondary) Math-Alg 1
ELA for Elementary

Level	% of Students	Level	% of Students
Advanced	62.3	Basic	17.5
Proficient	9.8	Below Basic	10.4

MA for Elementary

Level	% of Students	Level	% of Students
Advanced		Basic	
Proficient		Below Basic	

Teacher's Signature/Date

Administrator's Signature/Date

**FRANCIS HOWELL SCHOOL DISTRICT
STUDENT DATA TO BE MONITORED**

Teacher Name Jeremy Maclin Grade/Subject 10/English 2
 School Year 2016-17 ☐ Formative ☐ Yr 1 ☐ Yr 2 Or ☒ Summative
 Building Faurot HS Evaluator Cornell Ford

Instructions: All teachers should fill out this form and present it to their supervising administrator for approval no later than the end of 1st Quarter. The form should be completed and submitted to the supervising administrator prior to April 30 or prior to the Summative Evaluation Conference.

Priority Standards to Be Monitored/Rationale for Choice of Priority Standards

I will monitor the current 10th level priority standards RL 9-10.2 (Theme), RI 9-10.1 (Inferences in non-fiction), and RL 9-10.1 (Inferences in fiction) for my 6th and 7th period classes. These are the standards that students most need to master to be successful in subsequent English classes.

Student Population

Describe student population	#HISP	#AA	#IEP	#ELL	#FRL
56 students, all sophomores; 30 female, 26 male. 12 students are on IEPs as of August 21.					
	Or #HUSG				
	16				

Improvement Goal and How and When Progress Will Be Measured

I will compare the Mock, as the pre-assessment, and progress will be measured against the 2nd quarter formative assessment. I would like to have my students demonstrate a growth of 10% between the two assessments.

Teacher's Signature/Date

Administrator Signature/Date

Results of Measured Progress

RL 9-10.2 (Theme)

Mock score 69% 2nd Qtr Form score 79% - 10% Growth

RI 9-10.1 (Inferences in non-fiction)

Mock score 68% 2nd Qtr Form score 76% - 8% Growth

RL 9-10.1 (Inferences in fiction)

Mock score 81% 2nd Qtr Form score 83% - 2% Growth

State Tested Areas Only—Results from previous spring

BUILDING GRADE LEVEL DATA FOR TESTED AREAS

(for secondary, use one subject taught; for elementary, record data for ELA and MA-each on a separate grid)

Subject (Secondary) Eng 2

ELA for Elementary

Level	% of Students	Level	% of Students
Advanced	32.1	Basic	10.3
Proficient	55.2	Below Basic	0

MA for Elementary

Level	% of Students	Level	% of Students
Advanced		Basic	
Proficient		Below Basic	

Teacher's Signature/Date

Administrator's Signature/Date

**FRANCIS HOWELL SCHOOL DISTRICT
STUDENT DATA TO BE MONITORED**

Teacher Name Barry Odom Grade/Subject 9-12 Child Dev I
 School Year 2016-17 ☒ Formative ☐ Yr 1 ☒ Yr 2 Or ☐ Summative
 Building Ole Mizzou HS Evaluator Mack Rhoades

Instructions: All teachers should fill out this form and present it to their supervising administrator for approval no later than the end of 1st Quarter. The form should be completed and submitted to the supervising administrator prior to April 30 or prior to the Summative Evaluation Conference.

Priority Standards to Be Monitored/Rationale for Choice of Priority Standards

Analyze and choose nurturing practices that support human growth and development. 12.3.1,15.2.1

Analyze biological processes related to prenatal development, birth, and health of child and mother. 15.4.1

Analyze physical, emotional, social, and intellectual development. 12.1.1

These are three of the essential standards that students need to move onto Child Development 2. I will monitor my 2nd, 3rd, and 4th hour classes.

Student Population

Describe student population	#HISP	#AA	#IEP	#ELL	#FRL
74 students-15 fr, 42 soph, 13 jr, 4 sr; 58 female, 16 male. 16 students are on IEPs as of August 21.					
	Or #HuSG				
	24				

Improvement Goal and How and When Progress Will Be Measured

Pre-assessment will be given at the beginning of the semester and the same exam as a post assessment at the end of the semester. I will collect data two ways:

- Student/s will show growth as follows:
 - 0-25% on pretest-50% growth
 - 26-50% on pretest-30% growth
 - 51-75% on pretest-20% growth
 - 76% and above on pretest 10% growth
- Students will score a class average score of 85% or better on the post assessment.

I have high expectations of my students and of myself. In addition, in order to move to Child Development 2 a strong baseline is necessary.

Teacher's Signature/Date

Administrator Signature/Date

Results of Measured Progress

Pretest results and growth were as follows:

26 students scored 0-25% on pretest-all achieved at least 50% growth
29 students scored 26-50% on pretest-27 students showed at least 30% growth
13 students scored 51-75% on pretest-12 students showed at least 20% growth
6 students scored 76% and above on pretest-6 students showed at least 10% growth

Analyze and choose nurturing practices that support human growth and development. 12.3.1,15.2.1 Pre-test 35% Post 68%

Analyze biological processes related to prenatal development, birth, and health of child and mother.
15.4.1 Pre-test 55% Post 89%

Analyze physical, emotional, social, and intellectual development.
12.1.1 Pre-test 42% Post 93%

State Tested Areas Only—Results from previous spring

BUILDING GRADE LEVEL DATA FOR TESTED AREAS

(for secondary, use one subject taught; for elementary, record data for ELA and MA-each on a separate grid)

Subject (Secondary) NA
ELA for Elementary

Level	% of Students	Level	% of Students
Advanced		Basic	
Proficient		Below Basic	

MA for Elementary

Level	% of Students	Level	% of Students
Advanced		Basic	
Proficient		Below Basic	

Teacher's Signature/Date

Administrator's Signature/Date