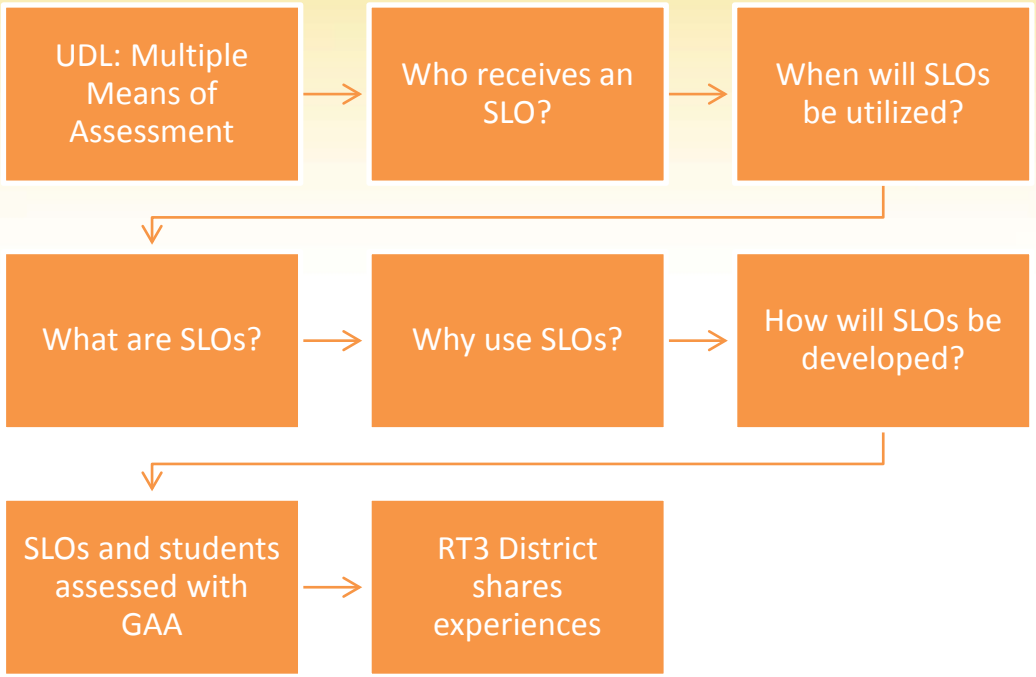
A Clear Link: Universal Design for Learning and Student Learning Objectives

Special Education

Spring Leadership Conference

Athens, Georgia March 2014

Agenda


UDL: Multiple Means of Assessment
Who receives an SLO?
When will SLOs be utilized?
What are SLOs?
Why use SLOs?
How will SLOs be developed?
SLOs and students assessed with GAA
RT3 District shares experiences

Principle: 3

Multiple Means of Engagement or Assessment

The implementation of Student Learning Objectives (SLO) provides access to data and information to key stakeholders while supporting stakeholder participation in student growth.

Principle: 3

Multiple Means of Engagement or Assessment

- Data from SLOs provide essential information to:
  - inform instruction
  - provide data for progress monitoring
  - support the individual education plan process

When will SLOs be utilized?

House Bill 244

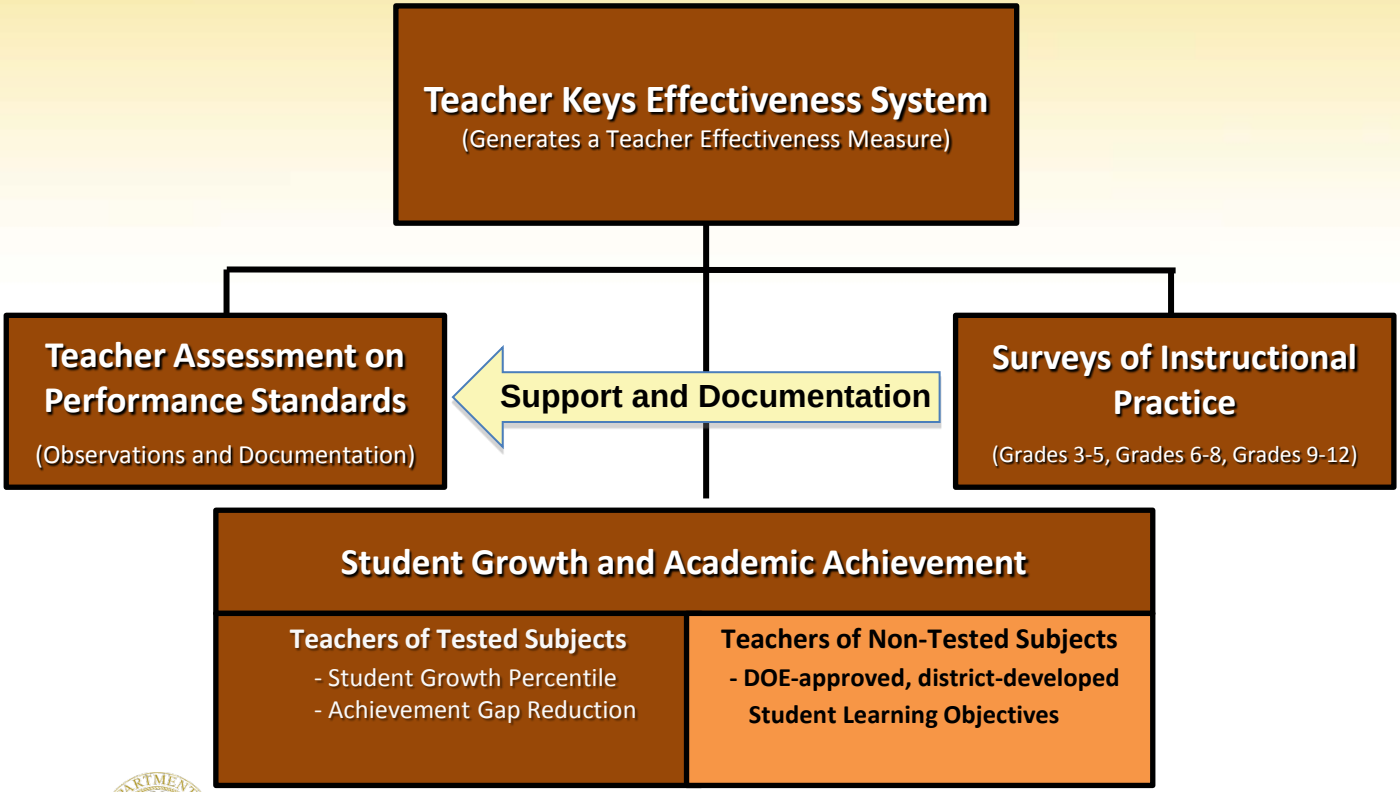
- Passed during 2013 legislative session
- Mandates use of single, state-wide evaluation system for teachers of record
- Multiple observations required
- Student growth contributes 50%
- Full implementation for 2014-2015

Implementation Cohorts for the Teacher Keys Effectiveness System

- 2011-2012:
  - Cohort 1, Race to the Top Districts: 26, Pilot
- 2012-2013
  - Cohort 1, Full Implementation
  - Cohort 2, Volunteer Districts: 20; Volunteer IIA Grant Districts: 9; SIG/Priority/Relocation Schools: 21; and Study Districts: 6, Pilot
- 2013-2014
  - Cohort 1: Full Implementation
  - Cohort 2: Combination Full Implementation and Pilot
  - Cohort 3: New Volunteer Districts
  - Cohort 4: All other districts
- 2011-2013 Institutions of Higher Education: 20

Who receives an SLO?

Teacher Keys Effectiveness System



Two Measures of Growth

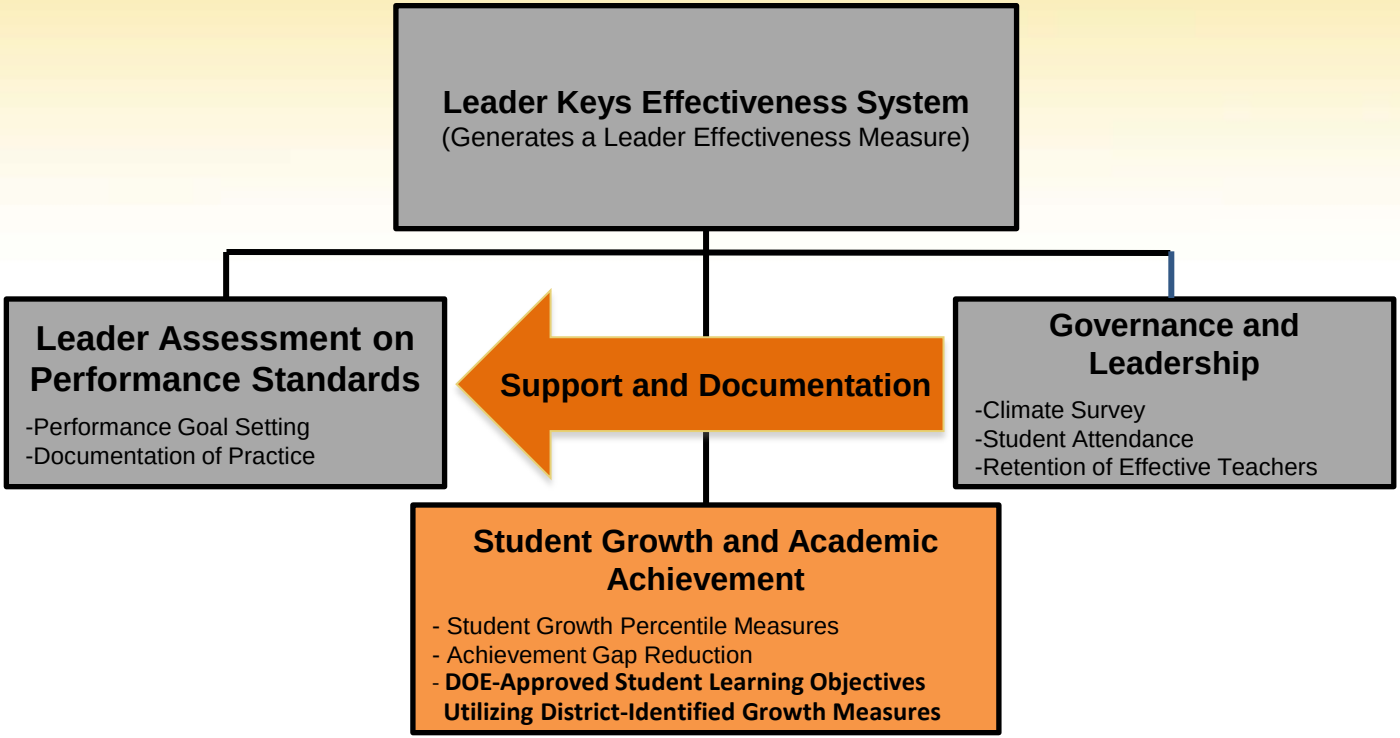
Tested Subjects

Utilize Student Growth Percentiles	Generated based on CRCT and EOCT performance	Will be calculated at the state level

Non-Tested Subjects

Utilize Student Learning Objectives	Generated based on performance on pre- and post-assessment measures	Will be calculated at the district level for all state funded courses without a standardized test

Leader Keys Effectiveness System



What is an SLO?

SLOs are…

District-wide measurable, long-term academic **SMART** goals set to determine student growth.

Generated by student performance between two points in time.

Aligned to the course's required curriculum.

A demonstration of the teacher's impact on student learning.

SLO Statement Sample with Growth Target Formula

From September 2013 to April 2014, 100% of Marketing Principles students with increase their knowledge of pricing strategies, promotional skills, economics, and product/service mix as measured by the Oliver County Schools Marketing Principles SLO Assessments. Students will increase from their pre-assessment scores to these post assessment scores as follows:

The minimum expectation for individual student growth is based on the formula which requires each student to grow by increasing his/her score by 35% of his/her potential growth. Pre-Assessment Score + [(100 – Pre-Assessment Score) * Expected Growth] = Target.

Example using 40 on a Pre-Assessment:

40 + [(100 - 40) *.35]

40 + [(60) * .35]

40 + [21] = 61

A score of 61 is the "Expected" growth target for the post-assessment.

Students increasing their score by at least 60% of their potential growth would be considered exceeding their target. A score of 76 or above is the "High" growth target.

SLO Evaluation Rubric

Exemplary (3 points)	Proficient (2 points)	Needs Development (1 point)	Ineffective (0 points)
The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth.	The work of the teacher results in student growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not result in acceptable student academic growth.
Fifty percent (50%) or more students exceeded the Student Learning Objective, at least 40% met the Student Learning Objective, and no more than 10% did not meet the Student Learning Objective.	Eighty percent (80%) or more students met or exceeded the Student Learning Objective and no more than 20% did not meet the Student Learning Objective.	Fifty percent (50%) or more students met or exceeded the Student Learning Objective.	Forty nine percent (49%) or less of students met or exceeded the Student Learning Objective.

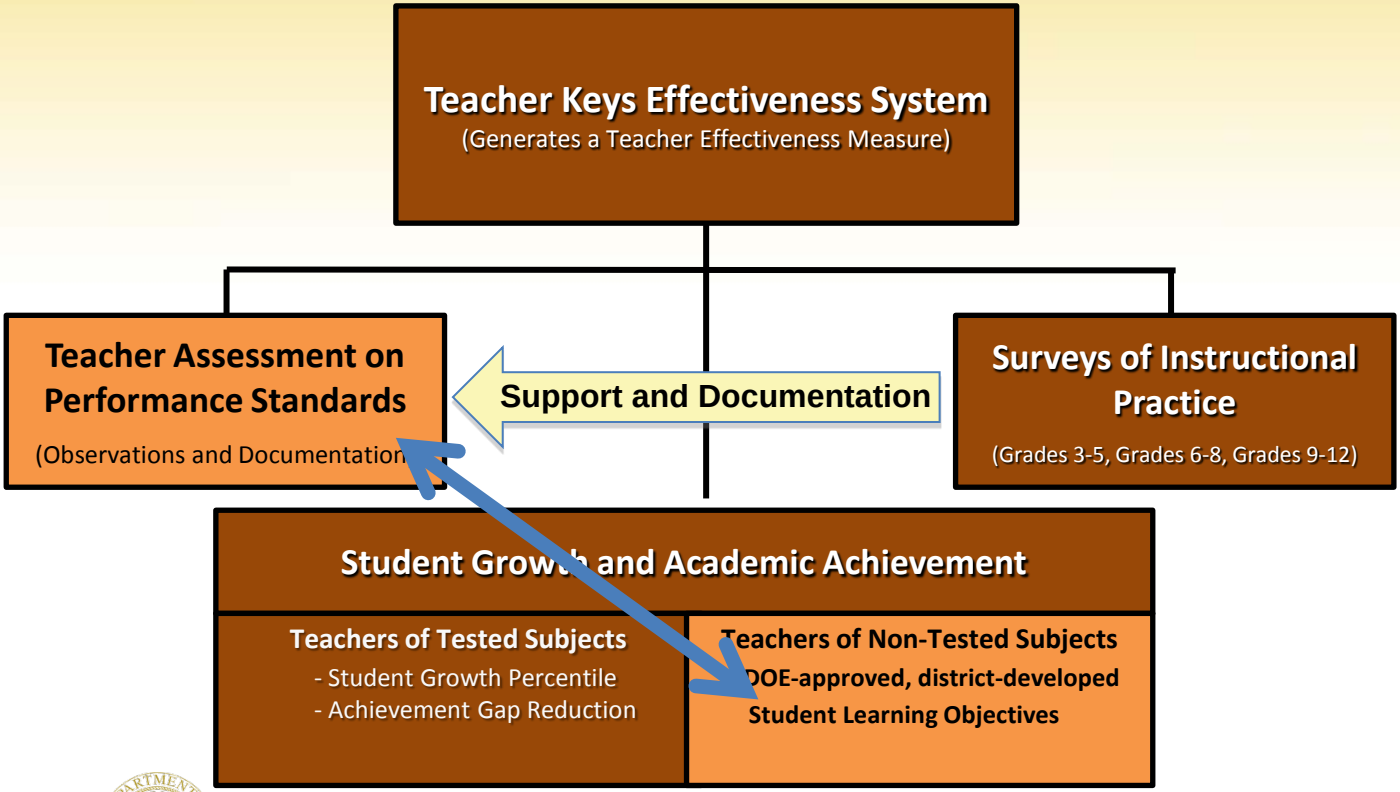
SLO Reminders

- Student must be enrolled 65% of course instructional days and have completed a **pre-assessment** and post-assessment. (Roster Verification)

- Teacher must be employed at least 65% of the instructional days.

- Teachers that provide instruction in classrooms or courses with 15 or fewer students are required to administer SLOs.
  - Student data (for teachers with 15 or less students) will not be used in Teacher Effective Measure (TEM) but it will be reflected in Leader Effectiveness Measure (LEM)

Teacher Keys Effectiveness System



SLOs and TAPS

SLOs connect to TAPS performance standards

TKES conferences should include discussions about SLO process

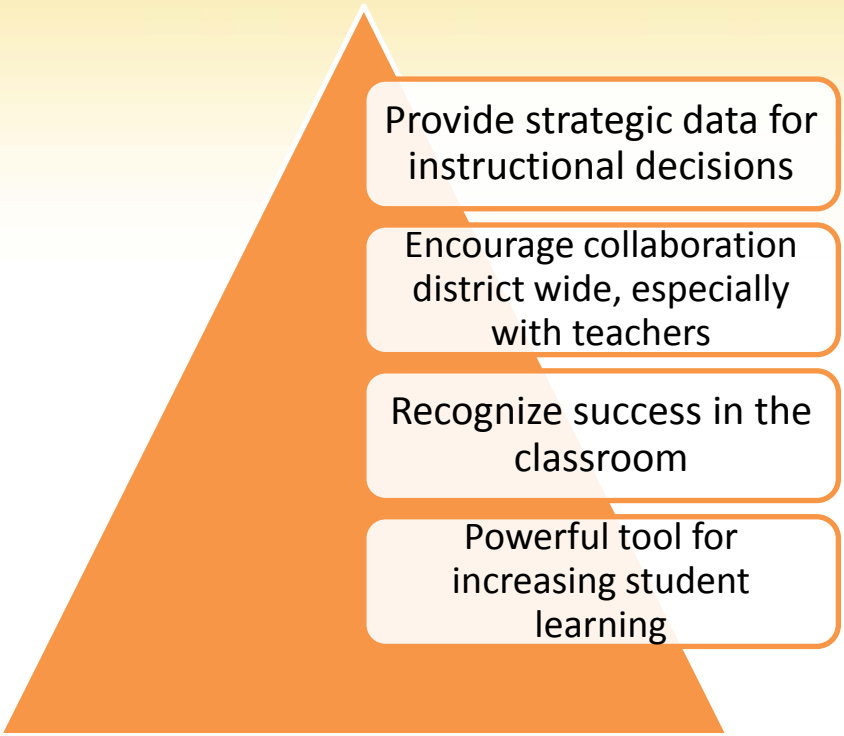
Teacher and evaluator monitor student progress through a formative process

Teachers give SLO assessments; Evaluator and teacher determine SLO attainment

Questions?

Why use SLOs?

Benefits of Using SLOs



SLOs Promote Collaboration District-Wide

- SLOs can be a seamless process supported through district-wide collaboration to measure student growth.
- SLOs provide another data source for consideration by the IEP team.

SLOs Provide Data on Student Academic Growth

- Progress monitoring is an essential component of the IEP process.
- SLOs measure growth between two points in time while the IEP process can support the monitoring.
- SLOs support improved outcomes for students.

SLOs will recognize Success in the Classroom

- Multiple measures of student growth through tested and non-tested courses will provide robust data to guide decisions.
- Student growth can be analyzed for tested and non-tested courses to ensure presenting concerns are supported in multiple settings rather than isolated or the possible cause of exclusionary factors.

SLOs are a Powerful Tool for Increasing Student Learning

- With increased information, all stakeholders will be better informed.
- IEP teams will serve a critical role to support the SLO process and ultimately increase student growth.

How will SLOs be developed?

SLO Assessments

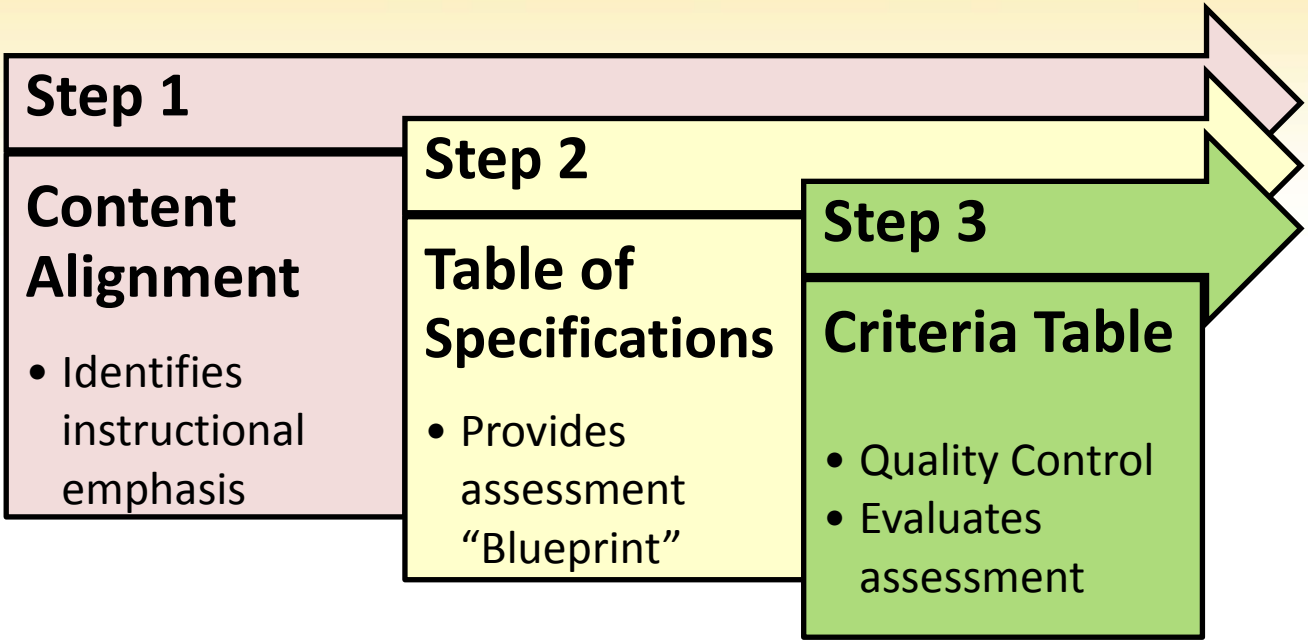
Include pre- and post-assessments

Are either commercial or regionally/locally developed

Allow for reflection on the work of teachers and students

May be revised each year

SLO Assessment Development Process



Assessment Development Resources for Districts

- 2013 Item Bank
- 2012 Public Domain Assessments (PDAs)
- SLO Resource Library
- Assessment Training Guides and Templates
- SLO Team

Using Data to Set SLO Growth Targets

Select Data Team; Involve teachers in process

Collect SLO course data

- Historical
- Baseline

Analyze data and draw conclusions that illustrate trends

Use data trends as basis for SLO growth targets

SLO growth targets should be rigorous, yet realistic

TargetWriting SLO Statement with Growth

From August 2013 to May 2014, 100% of Introduction to Digital Technology students will improve their knowledge of web design, object-oriented programming, and data processes as measured by the Jackson County School System Introduction to Digital Technology SLO Assessments. Students will increase from their pre-assessment scores to these post-assessment scores as follows:

The minimum expectation for individual student growth is based on the formula which requires each student to grow by increasing his/her score by 35% of his/her potential growth. Pre-Assessment Score + [(100 – Pre-Assessment Score) * Potential Growth] = Target.

Example using 40 on a Pre-Assessment:
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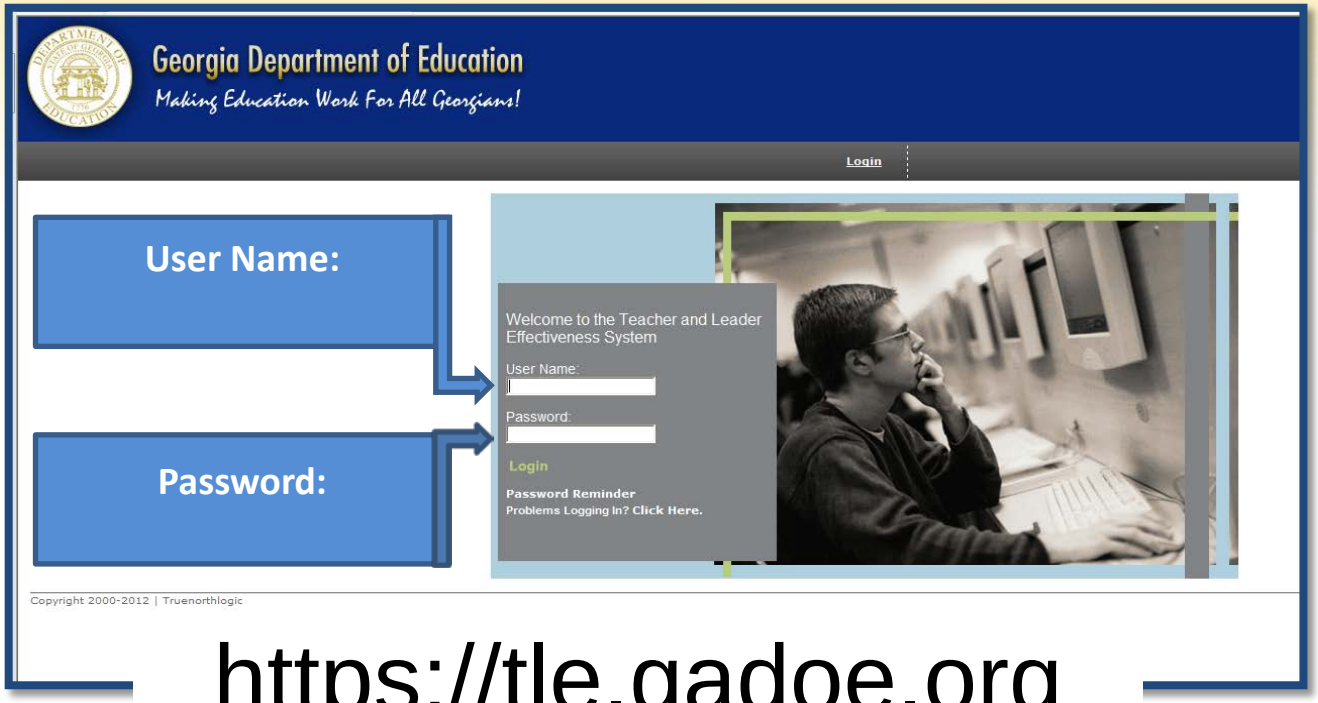
The TLE Electronic Platform



https://tle.gadoe.org

SLOs in the Platform

Student Learning Objectives:

Course ID	Course	SLO Statement	Growth Target(s)	Selected Standards	District Baseline Data	Ass
27.0110000	Mathematics/Grade K	From August 2013 to April 2014, 100% of the students participating in this class will improve as measured by the Assessment. Students will increase from their pre-assessment scores to post assessment scores on the Assessment by a minimum of 30% as measured by the following formula: 100 - pre-test score = x .30x = y; pre-test + y = growth target For example, the growth target for a student scoring 45 on the pre-assessment would be 64. 100 – 45 = 55 55 X .30 = 16.50 45 + 16.50 = 61.50 The proficiency criteria are as follows: • DNM – Does Not Meet Proficiency = < 30% Growth from Pre to Post Assessment. • M – Meets Proficiency = 30% Growth from Pre to Post Assessment. • EXC – Exceeds Proficiency = 30% + 10 Points from Pre to Post Assessment.	From August 2013 to April 2014, 100% of the students participating in this class will improve as measured by the Assessment. Students will increase from their pre-assessment scores to post assessment scores on the Assessment by a minimum of 30% as measured by the following formula: 100 - pre-test score = x .30x = y; pre-test + y = growth target For example, the growth target for a student scoring 45 on the pre-assessment would be 64. 100 – 45 = 55 55 X .30 = 16.50 45 + 16.50 = 61.50 The proficiency criteria are as follows: • DNM – Does Not Meet Proficiency = < 30% Growth from Pre to Post Assessment. • M – Meets Proficiency = 30% Growth from Pre to Post Assessment. • EXC – Exceeds Proficiency = 30% + 10 Points from Pre to Post Assessment.	MCC.K.CC.3 Write numbers from 0 to 20. Represents a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects). MCC.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (by using matching and counting strategies). MCCK.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. MMCK.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers	The results of the CRCT Math Tests in Grades 3 – 8 are indicators of the rationale for the need to implement this SLO. The following are percentages of students that did not meet the standards on the CRCT Math for the past three years. 2012-2013 40%; 2011-2012 31%; 2010-2011 28%; 2009-2010 28%.	Aug 201 thro Sep 6, 2

Benefits of Teacher SLO Implementation Plan

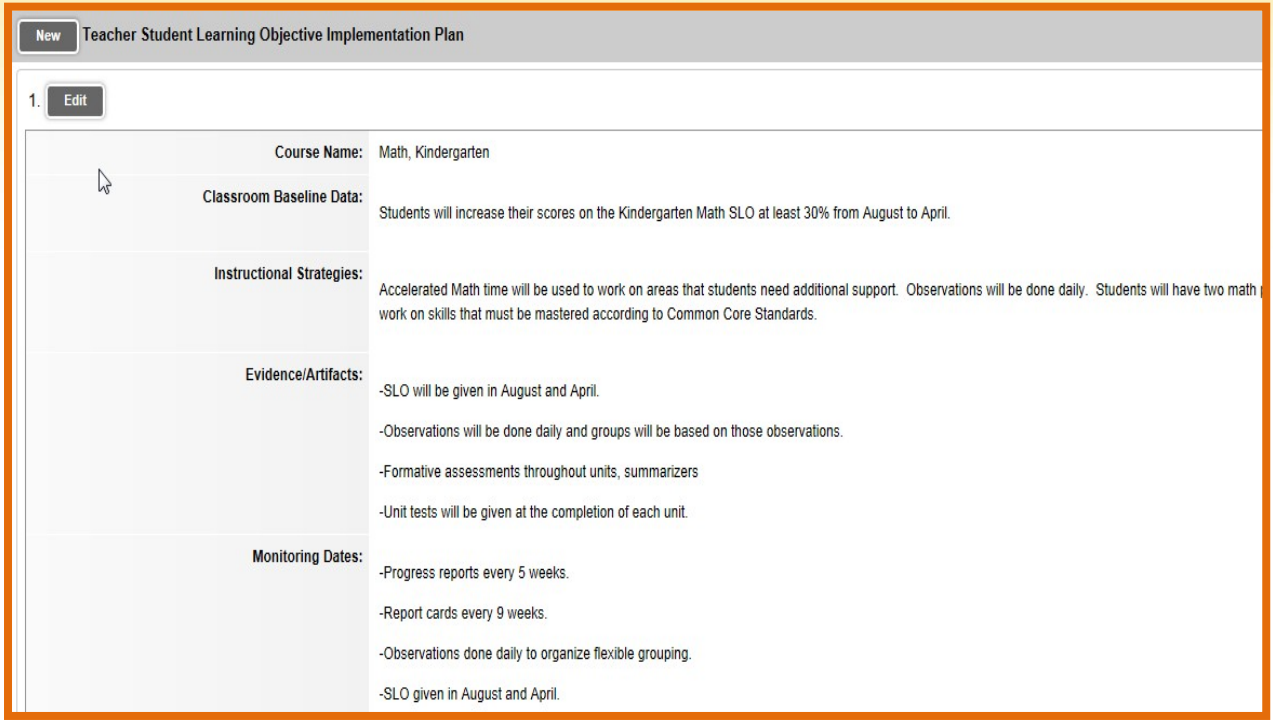
Format supports teachers in making instructional decisions based on data

Assists teachers and evaluators in the review of student data

Assists in data monitoring for evaluators to utilize throughout the school year

Facilitates communication concerning student support and academic achievement

Teacher SLO Implementation Plan

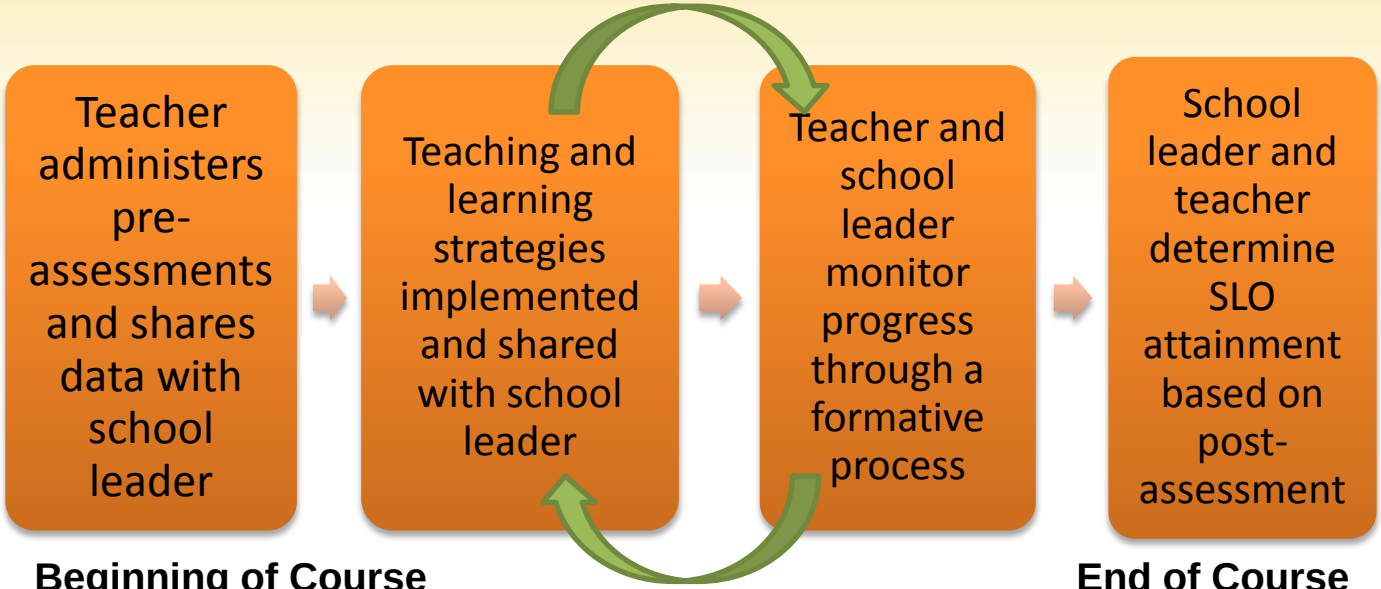


New Teacher Student Learning Objective Implementation Plan

1. Edit

Course Name:	Math, Kindergarten
Classroom Baseline Data:	Students will increase their scores on the Kindergarten Math SLO at least 30% from August to April.
Instructional Strategies:	Accelerated Math time will be used to work on areas that students need additional support. Observations will be done daily. Students will have two math p work on skills that must be mastered according to Common Core Standards.
Evidence/Artifacts:	-SLO will be given in August and April. -Observations will be done daily and groups will be based on those observations. -Formative assessments throughout units, summarizers -Unit tests will be given at the completion of each unit.
Monitoring Dates:	-Progress reports every 5 weeks. -Report cards every 9 weeks. -Observations done daily to organize flexible grouping. -SLO given in August and April.

Overview of SLO Implementation



SLOs for Students Assessed Using GAA

- Will include students assessed with GAA or projected to be assessed with GAA

(***all grade levels Pre-K- 12th grade – does not include 3 year old preschool students)***

- GAA does not generate a SGP so a growth measure is needed

- District decision whether students assessed by the GAA participate in other course SLOs - such as art, music, PE

SLOs for Students Assessed Using GAA

- Required rubrics utilize academic standards.
  - ELACC Comprehension and Collaboration Speaking and Listening
  - ELACC Reading Literacy Key Ideas and Details
- Districts will use the Comprehension and Collaboration Rubric ***OR*** the Reading Literacy Rubric.
- Districts **may** use the Comprehension and Collaboration Rubric AND the Reading Literacy Rubric.
  - There may be a need for a different academic focus at different school levels.

SLOs for Students Assessed Using GAA

- K-2nd grade students who will be participating in the GAA when entering the 3rd grade should be included in the **SLO** assessment.
- It is a district decision whether all students assessed by GAA participate in other course SLOs.
  - For example, high school art or middle school chorus
  - If students do participate, please utilize the appropriate code when reporting student data on the district SLO data spreadsheet.
- Courses taught at the **access** level in high schools

Sample SLO for Students Assessed with GAA

SLO Statement

From August 2014 to May 2015, 100% of students who take the Georgia Alternate Assessment in grade 3 will improve knowledge and understanding of English Language Arts (ELA) content as measured by the Comprehension and Collaboration SLO ELA assessment.

Growth Target

Students will increase **or maintain** their score when comparing the pre-assessment score to the post-assessment measure by one point on a four part scoring rubric for expected growth. Students demonstrating high growth will progress by two points on a four part scoring rubric.

Reading Literacy Rubric

K-2 Reading Literacy

The rubric can be used as a pre- and/or post assessment tool and includes suggested point values.

ELACCGPS Standards	4 - Established - Student work addresses academic content at or approaching basic grade-level expectations	3 - In Progress Student work consistently addresses academic content at an access or entry level.	2 - Emerging Student work inconsistently addresses academic content at an access or entry level.	1 - Needs Development Student work does not address academic content.
ELACCKRL1 With prompting and support, ask and answer questions about key details in a text				
With prompting and support, **ask questions** about key details in a text				
With prompting and support, **answer questions** about key details in a text				
ELACC1RL1 Ask and answer questions about key details in a text				
Ask questions about key details in a text				
Answer questions about key details in a text				

Comprehension and Collaboration Rubric

6-8 Comprehension and Collaboration (Speaking and Listening)
Communication Skills
The rubric can be used as a pre and/or post assessment tool and includes suggested point values.

ELACCGPS Standards ELACC6-8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level (6-8) topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.	**4 - Established** Student work addresses academic content at or approaching basic grade-level expectations	**3 - In Progress** Student work consistently addresses academic content at an access or entry level.	**2 - Emerging** Student work inconsistently addresses academic content at an access or entry level.	**1 - Needs Development** Student work does not address academic content.
Engage effectively in collaborative **one-on-one discussions**, building on **others' ideas**				
Engage effectively in collaborative **one-on-one discussions**, expressing their **own ideas** clearly				
Engage effectively in collaborative **group discussions**, building on **others'** ideas				
Engage effectively in collaborative **group discussions**, expressing their **own ideas** clearly				
Engage effectively in collaborative **teacher-led discussions**, building on **others' ideas**				

Example of a Scenario

Primary standard and/or element
Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Learning Expectations
The student will participate in collaborative conversations about grade level topics with adults in small groups.
Grade Level
K
Scenario
The teacher read a grade level text about a community helper. Following the reading of the book, the teacher led a conversation about what a specific community helper does, tools of the trade, etc. (Today our book was about a firefighter. What does a fire fighter do? What tools does he use?) The students responded to the teacher and peers using various methods of communication. *(Individual situations will determine if prompts are appropriate or if student needs to demonstrate knowledge independently. Districts should reflect these specific expectations in rubric.)*

Example of Scenario

Rubric Example - 4
Student participated in a conversation with at least four exchanges with adults.
Rubric Example - 3
Student participated in a conversation with at least three exchanges with adults.
Rubric Example - 2
Student participated in a conversation with one or two exchanges with adults.
Rubric Example - 1
Student did not appropriately respond or provided no response.

The district will determine the specific information included in the scoring section of the rubric based on the scenario.

Completed Rubric From Example Scenario

K-2 Comprehension and Collaboration (Speaking and Listening)
Communication Skills
The rubric can be used as a pre- and/or post- assessment tool, and includes suggested point values.

ELACCK-2SL1: Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.	4 - Established Student work addresses academic content at or approaching basic grade-level expectations	3 - In Progress Student work consistently addresses academic content at an access or entry level.	2 - Emerging Student work inconsistently addresses academic content at an access or entry level.	1 - Needs Development Student work does not address academic content.
Participate in collaborative conversations about grade level **topics** with **adults** in **small groups**	Student participated in a conversation with at least four exchanges with adults.	Student participated in a conversation with at least three exchanges with adults.	Student participated in a conversation with one or two exchanges with adults.	Student did not appropriately respond or provided no response.
Participate in collaborative conversations about grade level **topics** with **peers** in **small groups**				

Platform Submission Process

- Submit the SLO Statement on the TLE Platform using the electronic form.

- Utilize these course numbers for platform submission process only.
  - XL.001 Comprehension and Collaboration Rubric
  - XL.002 Reading Literacy Rubric

- **A Table of Specifications and Criteria Table will NOT be a required part of the GAA/SLO submission process.**

Additional SLO Resources

- TLE Electronic Platform: https://tle.gadoe.org
- GaDOE website: www.gadoe.org (SLO Page)

A Clear Link: Universal Design for Learning and Student Learning Objectives

- Race to the Top District shares experience of multiple means of assessment
  - inform instruction
  - provide data for progress monitoring
  - support the individual education plan process

Race to the Top Partner: Henry County Schools

Questions?

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	Wina Low Evaluation System Specialist 770-827-7537 wlow@doe.k12.ga.us	Tawni Taylor Evaluation System Specialist 678-913-8331 ttaylor@doe.k12.ga.us