Teacher and Leader Effectiveness Division

Implementing Student Learning Objectives

IDEAS Conference

June 2014
Agenda

Who receives an SLO?

When will SLOs be utilized?

What are SLOs?

Why use SLOs?

How will SLOs be developed?

SLOs and students with disabilities

Questions
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% for teachers

• 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

(Generates a Teacher Effectiveness Measure)

Teacher Assessment on Performance Standards
(Observations and Documentation)

Surveys of Instructional Practice
(Grades 3-5, Grades 6-8, Grades 9-12)

Support and Documentation

Student Growth

Teachers of Tested Subjects
- Student Growth Percentile

Teachers of Non-Tested Subjects
- DOE-approved, district-developed Student Learning Objectives
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

(Generates a Leader Effectiveness Measure)

**Support and Documentation**

**Governance and Leadership**
- Climate Survey
- Student Survey
- Retention of Effective Teachers

**Leader Assessment on Performance Standards**
- Performance Goal Setting
- Documentation of Practice

**Student Growth and Academic Achievement**
- Student Growth Percentile Measures
- Achievement Gap Reduction
- DOE-Approved Student Learning Objectives
  Utilizing District-Identified Growth Measures
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 will 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

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work of the teacher results in exceptional student growth.</td>
<td>The work of the teacher results in appropriate student growth.</td>
<td>The work of the teacher does not result in appropriate student growth.</td>
<td>The work of the teacher results in minimal student growth.</td>
</tr>
<tr>
<td>Fifty percent (50%) of the students demonstrated high growth on the SLO and no more than ten (10%) percent demonstrated low growth on the SLO.</td>
<td>Eighty percent (80%) or more students demonstrated expected and/or high growth on the SLO.</td>
<td>Between seventy-nine percent (79%) and fifty percent (50%) of students demonstrated expected and/or high growth on the SLO.</td>
<td>Forty nine percent (49%) or less of the students demonstrated expected and/or high growth on the SLO.</td>
</tr>
</tbody>
</table>
65% Rule

• 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 less than 15 students) will not be used in Teacher Effective Measure (TEM) but it will be reflected in Leader Effectiveness Measure (LEM)
Questions?
Why use SLOs?
Benefits of Using SLOs

1. Provide strategic data for instructional decisions
2. Encourage collaboration district wide, especially with teachers
3. Recognize success in the classroom
4. Powerful tool for increasing student learning
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

Step 1
Content Alignment
- Identifies instructional emphasis

Step 2
Table of Specifications
- Provides assessment “Blueprint”

Step 3
Criteria Table
- Quality Control
- Evaluates assessment
Assessment Development

Resources for Districts

- 2012 Public Domain Assessments (PDAs)
- Item Bank
- SLO Resource Library
- Assessment Training Guides and Templates
- SLO Exemplars
- 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
Target Writing 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:
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.
The TLE Electronic Platform

User Name:

Password:

https://tle.gadoe.org

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
## SLOs in the Platform

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course</th>
<th>SLO Statement</th>
<th>Growth Target(s)</th>
<th>Selected Standards</th>
<th>District Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.0110000</td>
<td>Mathematics/Grade K</td>
<td>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 - \text{pre-test score} = x \times 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 \times 0.3 = 16.5] [45 + 16.5 = 61.5] The proficiency criteria are as follows: • DNIM – Does Not Meet Proficiency = &lt; 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.</td>
<td>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 - \text{pre-test score} = x \times 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 \times 0.3 = 16.5] [45 + 16.5 = 61.5] The proficiency criteria are as follows: • DNIM – Does Not Meet Proficiency = &lt; 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.</td>
<td>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). MCC.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., ( 8 = 10 - 2)); understand that these numbers...</td>
<td>The results of the August CRCT Math Tests in Grades 3 – 8 for the following 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%.</td>
</tr>
</tbody>
</table>
Overview of SLO Implementation

Beginning of Course

Teacher administers pre-assessments and shares data with school leader

August - May

Teaching and learning strategies implemented and shared with school leader

Teacher and school leader monitor progress through a formative process

School leader and teacher determine SLO attainment based on post-assessment

End of Course
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 (and 4 year old preschool special education class if not enrolled in Pre-K)
  - 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.
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.

<table>
<thead>
<tr>
<th>ELACCGPS Standards</th>
<th>4 - Established</th>
<th>3 - In Progress</th>
<th>2 - Emerging</th>
<th>1 - Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student work addresses academic content at or approaching basic grade-level expectations</td>
<td>Student work consistently addresses academic content at an access or entry level.</td>
<td>Student work inconsistently addresses academic content at an access or entry level.</td>
<td>Student work does not address academic content.</td>
</tr>
<tr>
<td>ELACCRRL1 With prompting and support, ask and answer questions about key details in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With prompting and support, ask questions about key details in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With prompting and support, answer questions about key details in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELACR1RL1 Ask and answer questions about key details in a text</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ask questions about key details in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer questions about key details in a text</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>ELACCGPS Standards: ELACCG-8SL1:</th>
<th>4 - Established: Student work addresses academic content at or approaching basic grade-level expectations</th>
<th>3 - In Progress: Student work consistently addresses academic content at an access or entry level</th>
<th>2 - Emerging: Student work inconsistently addresses academic content at an access or entry level</th>
<th>1 - Needs Development: Student work does not address academic content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage effectively in collaborative one-on-one discussions, building on others’ ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage effectively in collaborative one-on-one discussions, expressing their own ideas clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage effectively in collaborative group discussions, building on others’ ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage effectively in collaborative group discussions, expressing their own ideas clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage effectively in collaborative teacher-led discussions, building on others’ ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Example of a Scenario

<table>
<thead>
<tr>
<th>Primary standard and/or element</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Rubric Example - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student participated in a conversation with at least four exchanges with adults.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric Example - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student participated in a conversation with at least three exchanges with adults.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric Example - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student participated in a conversation with one or two exchanges with adults.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric Example - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not appropriately respond or provided no response.</td>
</tr>
</tbody>
</table>

The district will determine the specific information included in the scoring section of the rubric based on the scenario.
### Completed Rubric From Example

#### Scenario

<table>
<thead>
<tr>
<th>K-2: Comprehension and Collaboration (Speaking and Listening) Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rubric can be used as a pre- and/or post-assessment tool, and includes suggested point values.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K-2: Comprehension and Collaboration (Speaking and Listening) Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario</strong></td>
</tr>
<tr>
<td><strong>4 - Established</strong></td>
</tr>
<tr>
<td>Student work addresses academic content at or approaching basic grade-level expectations</td>
</tr>
<tr>
<td>Participate in collaborative conversations about grade-level topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>Student participated in a conversation with at least four exchanges with adults.</td>
</tr>
</tbody>
</table>

| 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. |

| Participate in collaborative conversations about grade-level topics with peers in small groups |
| Student participated in a conversation with at least four exchanges with peers. |
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.
SLOs for Students Assessed Using GAA

• Select Comprehension or Communication – Can use both if you wish

• Will be customized using your professional judgment in determining the task and establishing the rubric criteria to meet the needs of the specific student

• Only one SLO is required with the exception of RT3 districts with the requirement of 2 measures for 2014-2015
SLOs for Students Assessed Using GAA

• SLOs can inform decision making in the IEP process.

• SLO data collection is very similar to the actual GAA. The two assessments may compliment each other as the SLO process may serve as evidence if appropriate.
SLO Resources

• TLE Electronic Platform: https://tle.gadoe.org

• SharePoint: www.rt3georgia.com

DOE developed SLO GAA rubrics and scenarios are available on SharePoint.

• GaDOE website: www.gadoe.org (SLO Page)
SLOs and SWD

Preschool special education students:

• District developed SLO will be used.

• Appropriate assessments include Child Outcomes Summary Form (COSF) or Work Sampling System.

• Districts may also develop a rubric based assessment.
SLOs and GNETS

• GNETS will implement SLOs.
• Teacher is responsible for at least 65% of the instruction and the student is enrolled for 65% of the instructional period.
• Fifteen (15) students must be on a teacher’s roster to generate a TEM for a teacher. If there are less than 15 students on the teacher’s roster the data will not applicable to the teacher’s TEM at the GNETS site.
• The student data will apply in the Leader Effectiveness Measure of the Site Coordinator if the student is enrolled at the school or program 65% of the academic year.
SLOs and GNETS

• The GNETS Director, in collaboration with the Coordinator and a committee consisting of representative districts, will determine the most appropriate district SLOs to administer aligning with the curriculum followed at the program site.

• Points for the committee to consider when determining the most appropriate SLO: Which district has the highest student representation at the GNETS site? What is the physical location of the GNETS site?
SLOs and GNETS

**Scenario:** The GNETS facility provides services for 3 districts – District X, Y, Z. The applicable SLOs from District Y will be administered to all students at the GNETS facility regardless of the student’s home district.

- The guidance concerning students being assessed using the GAA would also be applicable at the GNETS facility.
Contributing Professionals

• TKES is not designed to be used with personnel in positions identified as Contributing Professionals unless they are required by the district to provide direct instruction to students.

• Districts should continue to use appropriate instruments to evaluate the positions designated as Contributing Professionals.
Contributing Professionals include but are not limited to:

- Adaptive Physical Education Teachers
- Behavior Interventionists
- Behavior Specialists
- Career Technical Instruction (CTI) Teachers
- Graduation Coaches
- Guidance Counselors
- Gifted Collaborative
- Gifted Instructional Facilitator
- Hospital/Homebound teachers
Contributing Professionals include but are not limited to:

- In-school Suspension Teachers
- Instructional Coaches / Instructional Lead Teachers / Academic Coaches who do **not** have responsibility for direct instruction
- Instructional Technology Specialists
- Interpreters (sign language and other language)
- Media Specialists
- Mobility Training Specialists
Contributing Professionals include but are not limited to:

- Occupational Therapists
- Paraprofessionals, even if certified
- Physical Therapists
- Psychologists
- School Social Workers
- Special Education Coordinators / Case Managers who do **not** provide direct instruction
Contributing Professionals include but are not limited to:

- Speech Language Pathologists
- Teachers on Special Assignment who do **not** have responsibility for direct instruction
- Translators
- Virtual School Teachers who do not provide direct instruction to students
### Special Education Delivery Models with Participation Guidelines for TKES

<table>
<thead>
<tr>
<th>Delivery Models for Teachers of Special Education Students</th>
<th>TAPS</th>
<th>Survey</th>
<th>Student Growth Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration (less than full segment daily)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Collaborative Co-Teaching (full segment daily)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Consultation</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Home-Based Services</td>
<td>N</td>
<td>N</td>
<td>IEP Committee Decision</td>
</tr>
<tr>
<td>Hospital Home-Bound</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Multiple Services</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Residential Setting Programs</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Resource</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Self-Contained</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Special Needs Pre--K</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Supportive Instruction</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
Questions?
<table>
<thead>
<tr>
<th>SLO Team Contact Information</th>
<th>Becky Bryant Evaluation System Specialist 770-335-7750 <a href="mailto:rbryant@doe.k12.ga.us">rbryant@doe.k12.ga.us</a></th>
<th>Shauntice Bryant Evaluation System Specialist 678-357-2056 <a href="mailto:sbryant@doe.k12.ga.us">sbryant@doe.k12.ga.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sharon Ericson Evaluation System Specialist 678-524-5375 <a href="mailto:sericson@doe.k12.ga.us">sericson@doe.k12.ga.us</a></td>
<td>Chris Leonard Evaluation System Specialist 404-304-0767 <a href="mailto:cleonard@doe.k12.ga.us">cleonard@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Michele Purvis Program Manager 404-772-1645 <a href="mailto:mpurvis@doe.k12.ga.us">mpurvis@doe.k12.ga.us</a></td>
<td>Wina Low Evaluation System Specialist 770-827-7537 <a href="mailto:wlow@doe.k12.ga.us">wlow@doe.k12.ga.us</a></td>
<td>Tawni Taylor Evaluation System Specialist 678-913-8331 <a href="mailto:ttaylor@doe.k12.ga.us">ttaylor@doe.k12.ga.us</a></td>
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