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

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org
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
(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 and Academic Achievement

Teachers of Tested Subjects
- Student Growth Percentile
- Achievement Gap Reduction

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

Student Growth and Academic Achievement

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
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# 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)

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

- Support and Documentation

- 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 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

<table>
<thead>
<tr>
<th>Exemplary (3 points)</th>
<th>Proficient (2 points)</th>
<th>Needs Development (1 point)</th>
<th>Ineffective (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.</td>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic growth.</td>
<td>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.</td>
<td>The work of the teacher does not result in acceptable student academic growth.</td>
</tr>
</tbody>
</table>

- **Exemplary (3 points)**
  - 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.

- **Proficient (2 points)**
  - 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.

- **Needs Development (1 point)**
  - Fifty percent (50%) or more students met or exceeded the Student Learning Objective.

- **Ineffective (0 points)**
  - 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

(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 and Academic Achievement

Teachers of Tested Subjects
- Student Growth Percentile
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Teachers of Non-Tested Subjects
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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

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

**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

- 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. 

\[ \text{Pre-Assessment Score} + [(100 - \text{Pre-Assessment Score}) \times \text{Potential Growth}] = \text{Target}. \]

Example using 40 on a Pre-Assessment:

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\[ 40 + [(60) \times .35] \]
\[ 40 + [21] = 61 \]

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

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The TLE Electronic Platform

User Name: 

Password: 

Welcome to the Teacher and Leader Effectiveness System
User Name: 
Password: 
Login
Password Reminder
Problems Logging In? Click Here.

https://tle.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>27.010000</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 \times \frac{30}{x} = 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 0.30 = 16.50) (45 + 16.50 = 61.50) The proficiency criteria are as follows: • DNM – 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 \times \frac{30}{x} = 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 0.30 = 16.50) (45 + 16.50 = 61.50) The proficiency criteria are as follows: • DNM – 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.K.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</td>
<td>The results of the CRCT Math Tests in Grades 3 – 8 that are indicators of 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%.</td>
</tr>
</tbody>
</table>
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.
**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 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

Teacher administers pre-assessments and shares data with school leader

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

Beginning of Course

August - May

End of Course

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www.gadoe.org

10/16/2013
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.

<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>With prompting and support, ask and answer questions about key details in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<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>ELACC1RL1 Ask and answer questions about key details in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions about key details in a text</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Answer questions about key details in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 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.

<table>
<thead>
<tr>
<th>ELACCGPS Standards</th>
<th>4 - Established</th>
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</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>
</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>
</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

### 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.

<table>
<thead>
<tr>
<th>ELACCC-K2SL1: Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.</th>
<th>4 - Established</th>
<th>Student work addresses academic content at or approaching basic grade level expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 - In Progress</td>
<td>Student work consistently addresses academic content at an access or entry level.</td>
</tr>
<tr>
<td></td>
<td>2 - Emerging</td>
<td>Student work inconsistently addresses academic content at an access or entry level.</td>
</tr>
<tr>
<td></td>
<td>1 - Needs Development</td>
<td>Student work does not address academic content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participate in collaborative conversations about grade level topics with adults in small groups</th>
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</table>
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?
<table>
<thead>
<tr>
<th>SLO Team Contact Information</th>
<th>Becky Bryant Evaluation System Specialist</th>
<th>Shauntice Bryant Evaluation System Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>770-335-7750</td>
<td>678-357-2056</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:rbryant@doe.k12.ga.us">rbryant@doe.k12.ga.us</a></td>
<td><a href="mailto:sbryant@doe.k12.ga.us">sbryant@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Michele Purvis Program Manager</td>
<td>404-772-1645</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mpurvis@doe.k12.ga.us">mpurvis@doe.k12.ga.us</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sharon Ericson Evaluation System Specialist</td>
<td>678-524-5375</td>
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<tr>
<td></td>
<td><a href="mailto:sericson@doe.k12.ga.us">sericson@doe.k12.ga.us</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wina Low Evaluation System Specialist</td>
<td></td>
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<td></td>
<td>770-827-7537</td>
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<tr>
<td></td>
<td>Chris Leonard Evaluation System Specialist</td>
<td>404-304-0767</td>
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<td><a href="mailto:cleonard@doe.k12.ga.us">cleonard@doe.k12.ga.us</a></td>
<td></td>
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<tr>
<td></td>
<td>Tawni Taylor Evaluation System Specialist</td>
<td>678-913-8331</td>
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<td></td>
<td><a href="mailto:ttaylor@doe.k12.ga.us">ttaylor@doe.k12.ga.us</a></td>
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