Student Learning Objective Presentation

GACTE Summer Conference
Tuesday, July 14, 2015
Cobb Galleria: Waverly - Grand Ballroom Salon IV
Today’s Agenda

Who receives an SLO? → What are SLOs? → When will SLOs be utilized?

Why use SLOs? → How will SLOs be developed? → What do you know about SLOs?
Who receives an SLO?
**Leader Keys Effectiveness System**
Generates a Leader Effectiveness Measure

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

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

**Student Growth and Academic Achievement**
- Student Growth Percentiles
- LEA-Developed, DOE-Approved Student Learning Objectives
- Achievement Gap Reduction
What is an SLO?
SLOs are...

District-wide measurable, long-term academic **SMART** goals set to determine student growth between two points in time.

- Connected to state course numbers.
- Aligned to the course’s required curriculum.
- Demonstration of the teacher’s impact on student learning.
## SLO Components

<table>
<thead>
<tr>
<th>SLO Statement</th>
<th>SLO Growth Target</th>
<th>SLO Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Defines pre- and post-assessment windows</td>
<td>• Individualized for each student</td>
<td>• Requires pre- and post-assessments</td>
</tr>
<tr>
<td>• Includes 100% of students in course</td>
<td>• Utilizes a percentage individualized growth (100 point assessment) or uniform growth rubric (3-7 levels)</td>
<td>• Determined by the LEA with the exception of prekindergarten, which utilizes a required Bright from the Start assessment</td>
</tr>
<tr>
<td>• Names SLO course and assessment</td>
<td>• Must contain an expected and a high growth target</td>
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</table>
Sample SLO Statement with Growth Target

From August 2015 to May 2016, 100% of Business and Technology students will improve their knowledge of computer systems and financial management as measured by the Mountain School System Business and 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) * 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 demonstrating high growth. A score of 76 or above is the high growth target based on a pre-assessment score of 40.
**65% Rule**

Student must be enrolled 65% of the course’s instructional days in order for the student data to be included in the Teacher Effectiveness Measure (TEM).

Teacher must be employed at least 65% of the course’s instructional days in order for student growth data to be applicable.

**SLOs**

The teacher must have at least fifteen data sources (student scores) across all courses in order for student growth to be used to generate a Teacher Effectiveness Measure (TEM).

SLO data is a lagging data source with data used from the previous year.
## 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>≥90% of students demonstrated expected/high growth and ≥30% high growth on the SLO.</td>
<td>65-89% of students demonstrated expected/high growth on the SLO.</td>
<td>50-64% of students demonstrated expected/high growth on the SLO.</td>
<td>&lt; 50% of students demonstrated expected/high growth on the SLO.</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>≥90% of students demonstrated expected/high growth and &lt;30% high growth on the SLO.</td>
<td>65-89% of students demonstrated expected/high growth and &lt;30% high growth on the SLO.</td>
<td>50-64% of students demonstrated expected/high growth and &lt;30% high growth on the SLO.</td>
<td>&lt; 50% of students demonstrated expected/high growth on the SLO.</td>
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</table>
## TEM Decision Table

<table>
<thead>
<tr>
<th>Overall Student Growth Rating</th>
<th>IV</th>
<th>III</th>
<th>II</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Needs Development</td>
<td>Proficient</td>
<td>Exemplary</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
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<td>Proficient</td>
<td>Proficient</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>Ineffective</td>
<td>Needs Development</td>
<td>Needs Development</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>Ineffective</td>
<td>Ineffective</td>
<td>Needs Development</td>
<td>Needs Development</td>
</tr>
</tbody>
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**Overall TAPS Summative Rating**
When will SLOs be utilized?
26 Race to the Top (RT3) Districts

Atlanta, Ben Hill, Bibb, Burke, Carrollton, Cherokee, Clayton, Dade, DeKalb, Dougherty, Gainesville, Gwinnett, Hall, Henry, Meriwether, Muscogee, Peach, Pulaski, Rabun, Richmond, Rockdale, Savannah-Chatham, Spalding, Treutlen, Valdosta, and White
TKES for 2015-2016

• Full Statewide Implementation
  • 100% of PK – 12th grade teachers who provide direct instruction
• 100% Component Implementation
  • Teacher Assessment on Performance Standards (TAPS)
  • Surveys of Instructional Practice
  • Student Growth
    • Minimum of one growth measure per teacher (Non-RT3)
    • Minimum of two growth measures per teacher (RT3)
Growth Measure Requirements for 2016-2017

• Cohort 1 (RT3) districts maintain at 2 growth measures.

• All other cohorts must have 2 growth measures by the 2016-2017 school year.
  — Explore teachers who only teach multiple sections of a single course
  — Discuss schedule changes
Six or Nine Week Courses

• The submitted SLO data set should include only the students that were enrolled during the 2nd and 3rd enrollment periods. (2015-2016)

• For students who repeat a course due to scheduling practices...
  • All students assigned to the course will take the pre and post assessments during the first applicable SLO administration in the course.
  • Students do not have to repeat the pre and post assessment during subsequent classes and the data will only be applicable to the first teacher that provides instruction in the course.
SLO Flexibility

• New for SY 2015-2016: All developed SLOs do not have to be administered district-wide.

• The student growth requirement for TKES will consist of a maximum of two growth measures for Cohort 1 (RT3) districts and a maximum of one growth measure for Cohorts 2-4.
  
  • The administered SLOs must include course(s) with the greatest student enrollment.
  
  • This practice will enable all teachers to have a consistent number of growth measures.

• If a teacher teaches a tested course or courses, this measure or these measures take priority and must be one or both of the measures (Cohort 1/RT3) or THE measure (all other districts).
Why use SLOs?
Benefits of Using SLOs

- Provide data on student academic growth
- Powerful tool for increasing student learning
- Recognize success in the classroom
- Promote collaboration
How will SLOs be developed?
### SLO Assessment Types

- Commercial
- Locally Developed
- Regionally Developed
- SLO Exemplar

The LEA determines the SLO assessment type.
SLO Process for Locally / Regionally Developed Assessments

Step 1
Content Alignment
Identifies instructional emphasis

Step 2
Table of Specifications
Provides assessment “Blueprint”

Step 3
Criteria Table
Evaluates assessment “Quality Control”

Step 4
SLO LEA Form
Supports SLO submission process

7/12/2015
Assessment Development Resources for Districts

- 2012 Public Domain Assessments (PDAs)
- Item Bank
- SLO Resource Library
- Assessment Training Guides and Templates
- TLE Team
- Coming Soon: SLO Resources in SLDS
SLO Growth Targets

Define targeted growth for all students over the course’s instructional period

Should be rigorous, yet realistic

Requires two targets
- Expected Growth Target
- High Growth Target
Using Data to Set SLO Growth Targets

1. Select Data Team; Involve teachers in process
2. Collect SLO course data
   • Historical
   • Baseline
3. Analyze data and draw conclusions that illustrate trends
4. Use data trends as basis for SLO growth targets
5. SLO growth targets should be rigorous, yet realistic
Individual Growth Target Calculator

Pre-Assessment Score + [(100 – Pre-Assessment Score) * Expected Growth] = Target

Highest possible score on test: 100
Expected percentage growth (of potential growth): 35
High percentage growth (of potential growth): 60

I have students with exceptionally high pre-scores
I'd like further information on target calculation

<table>
<thead>
<tr>
<th>Identifying Info (optional)</th>
<th>Pre-Score</th>
<th>Expected Growth Target</th>
<th>High Growth Target</th>
<th>High Pre-Score Flag</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>35.0</td>
<td>60.0</td>
<td></td>
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<tr>
<td></td>
<td>20</td>
<td>48.0</td>
<td>68.0</td>
<td></td>
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<tr>
<td></td>
<td>40</td>
<td>61.0</td>
<td>76.0</td>
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<td></td>
<td>50</td>
<td>67.5</td>
<td>80.0</td>
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Let’s Review

Please provide the question for the following details about SLOs. Feel free to phone a friend or just ask a neighbor. Good luck!
Let’s Review

All subjects in grades PreK through grade 2, all subjects in grade 3 because prior student data are not available for an SGP calculation, and any other elementary, middle, or high school course/subject **not** connected to an EOG or EOC (Georgia Milestones).

**Answer:** What are the non-tested subjects?
Let’s Review

A district-determined SMART goal focused on student learning designed to measure progress between two points in time.

Answer: What is a student learning objective (SLO)?
Let’s Review

Student must be enrolled 65% of course instructional days and have completed a pre-assessment and post-assessment.

Answer: What must occur before a student’s SLO results (scores) can be considered in a teacher’s TEM calculation?
Let’s Review

The minimum number is 15 student scores.

Answer: What is the required number of data points (test results) needed in a course before the SLO results can be calculated in the teacher’s TEM.
Let’s Review

The establishment of common assessments and academic expectations district wide.

Answer: What is a benefit of student learning objectives?
Let’s Review

A minimum of one.

Answer: What is the number of required growth measures for each teacher in Cohorts 2-4 for the 2015-2016 school year?
Let’s Review

A minimum of two.

Answer: What is the number of required growth measures for each teacher in Cohort I for the 2015-2016 school year and the required number of growth measures for each teacher in Cohorts 2-4 for the 2016-2017 school year?
Let’s Review

Known as the “Blueprint” and details the content, level of cognitive demand, amount, type, and answer/point value of the measurement items/or tasks on an SLO assessment. It should be shared with all teachers of the SLO course.

Answer: What is the Table of Specifications (TOS)?
Let’s Review

Should be individualized for students and based on performance trends from relevant course data.

Answer: What are SLO growth targets?
Let’s Review

Growth targets will always note ________ (meets) and ________ (exceeds) targets.

Answer: What are expected and high?
Additional SLO Resources

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

• GaDOE website:  www.doe.k12.ga.us  (SLO Page)
<table>
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<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
<th>Email Address</th>
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