Student Growth Measures (SGMs)
&
Locally Approved Measures,
Student Learning Objectives (SLOs)

UP TO THIS POINT…..

Winter of 2012-2013 - A committee of district administrators and LEA selected teachers came together to collaborate on a new teacher evaluation system according to parameters adopted under state law and outlined in the Ohio Revised Code, the ODE's Evaluation Framework, and aligned to the Ohio's *Standards for the Teaching Profession.*

Winter of 2013-2014 – A sub-committee was formed to develop the district's guidelines for the Student Growth Measures (SGMs) portion of the evaluation instrument. These decisions were in line with parameters set forth by the ODE and locally approved measures including Student Learning Objectives (SLOs).

Committee Members
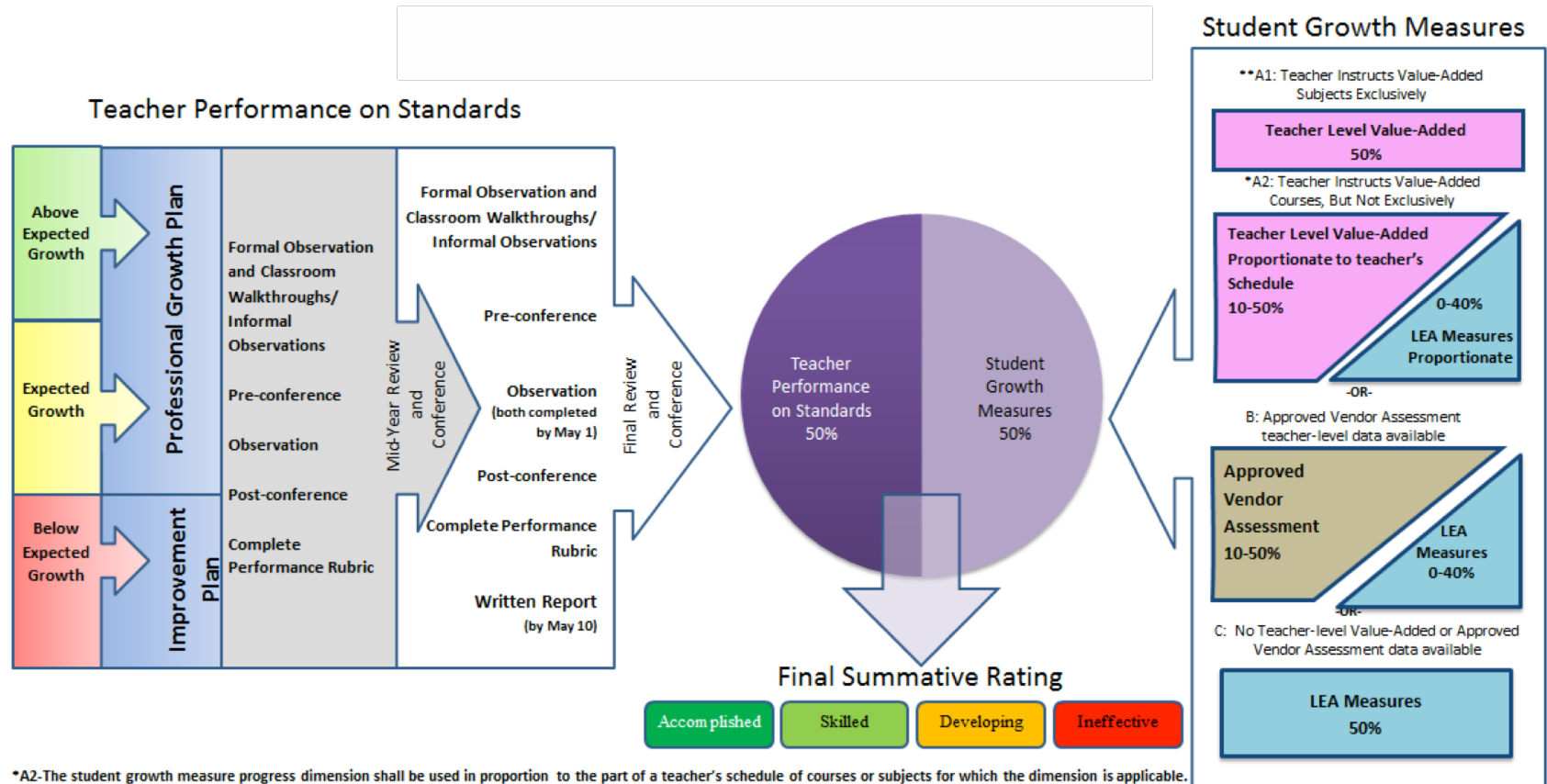LHS – Barbara Elsass, Denise Mast, Ken Faye
LMS – Erin Reinford, Jason Greathouse, Kasey Dixon
LES – Lee Smith, Michael McFerren
NN- David Wernet, Jason Orin
CO – Monica Shadle, Sherry Unger

Ohio Teacher Evaluation System (OTES)

Student Growth Measures

Teacher Performance on Standards

Final Summative Rating

Accomplished | Skilled | Developing | Ineffective

*A2-The student growth measure progress dimension shall be used in proportion to the part of a teacher's schedule of courses or subjects for which the dimension is applicable.

**A1- If a teacher's schedule is comprised only of courses or subjects for which value-added progress dimension is applicable:
Until June 30, 2014, the majority (>25%) of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the value-added progress dimension.

WHAT ARE SLOs?

Measurable, long-term targets and goals that demonstrates a teacher's impact on student learning within a given interval of instruction.
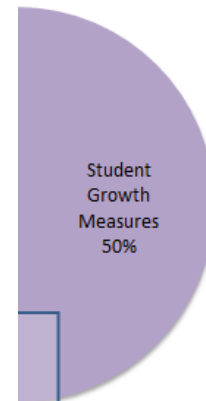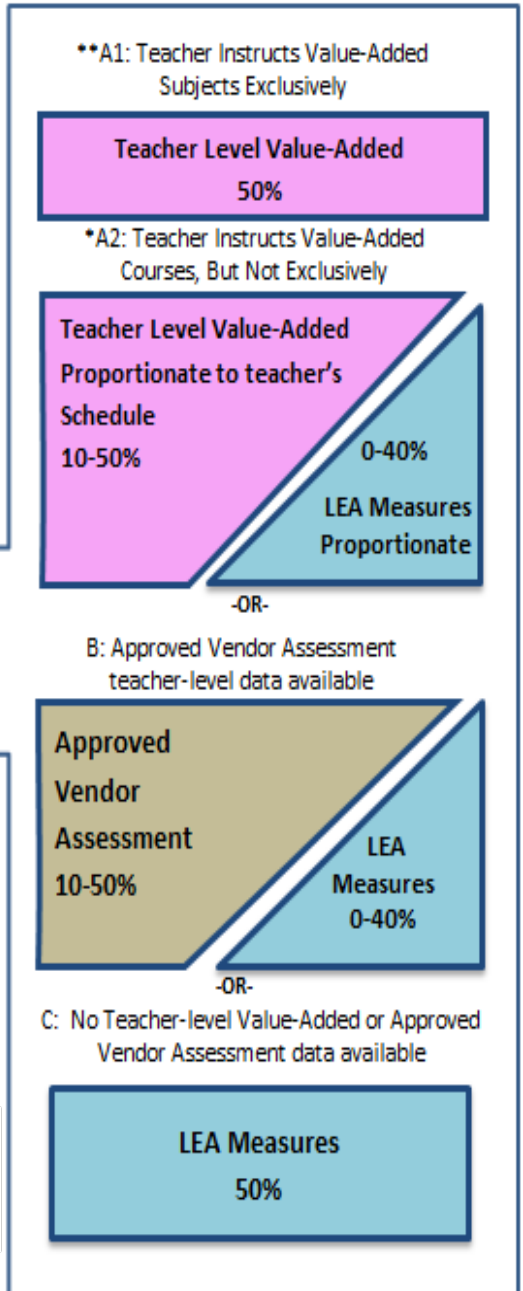
TEACHER CATEGORIES

A1 : No SLOs needed

A2 : 1 or 2 SLO(s) and Vendor Assessments

B : Vendor Assessment and 2 SLOs

C : Only 2 SLOs

Student Growth Measures

Student Growth Measures 50%

**A1: Teacher Instructs Value-Added Subjects Exclusively

Teacher Level Value-Added
50%

*A2: Teacher Instructs Value-Added Courses, But Not Exclusively

Teacher Level Value-Added Proportionate to teacher's Schedule
10-50%

0-40%
LEA Measures Proportionate

-OR-

B: Approved Vendor Assessment teacher-level data available

Approved Vendor Assessment
10-50%

LEA Measures
0-40%

-OR-

C: No Teacher-level Value-Added or Approved Vendor Assessment data available

LEA Measures
50%

Elementary School – Student Growth Measures

Teachers in grades Pre-K – 2 fall in Category B or C and must have an SLO in each of the following areas

1. Reading
2. Math

The STAR Programs are on the approved vendor list for the 2014-2015 school year. Data will be used as a portion of your Student Growth Measures in addition to the SLOs created.

Assessment	Vendor	Grade	Subject
STAR Early Literacy	Renaissance	K-3	ELA
STAR Math Enterprise	Renaissance	1-3, 9-12	Math
STAR Reading Enterprise	Renaissance	1-3, 9-12	Reading

You may include information from the vendor assessments within your SLOs by pulling data from any of the sub categories to support your target.

Elementary School – Student Growth Measures

Grade 3 teachers must complete SLOs in the following areas depending on teaching assignment.

1. Reading (2)

2. Math (2)

3. Social Studies –
   1. SLO with a focus on literacy integration
   2. Content specific SLO

4. Science –
   1. SLO with a focus on math integration
   2. Content specific SLO

Grades 4 and 5 teachers please refer to the yellow handout.

Art / PE / Music in grades K-5

Each SLO should focus on a specific grade level. It is important that departments collaborate so the same grade level does not get assessed in all the specials.

1. Content area SLO

2. Literacy based SLO

Middle School – Student Growth Measures

Non-value added teachers in grades 6 - 8 must complete SLOs in the following areas depending on teaching assignment.

1. Reading

2. Math

Social Studies –
1. SLO with a focus on literacy integration
2. Content specific SLO

Science –
1. SLO with a focus on math integration
2. Content specific SLO

Art / PE / Band / Choir/ Music / Work & Family / Computer classes

Semester classes – focus on fall semester and where the bulk of the students are.

1. Content area SLO

2. Literacy based SLO

High School – Student Growth Measures

Non-value added teachers (only category B and C teachers) in Grades 9-12 must have each of the following areas:

- SLO with a literacy focus
- SLO with a content specific focus

- **GUIDELINES**
  - When selecting content focus, teachers should look at where the majority of their students fall.
  - First semester data will be used, if teaching a semester course
  - Students do not have to be at the same grade level

Special Note: If a teacher does not feel as if they fall into the above plan, they may submit a proposal to the SLO committee. A review will take place and the decision of the committee will be based on that teacher's assignment.

Student Learning Objective (SLO) Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Standards and Content	Interval of Instruction	Assessment(s)	Baseline and Trend Data	Student Population	Growth Target(s)	Rationale for Growth Target(s)
What content will the SLO target? To what related standards is the SLO aligned?	*What is the duration of the course that the SLO will cover? Include beginning and end dates.*	*What assessment(s) will be used to measure student growth for this SLO?*	*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?*	*Which students will be included in this SLO? Include course, grade level, and number of students.*	*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*	*What is your rationale for setting the target(s) for student growth within the interval of instruction?*
☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)	☐ Matches the length of the course (e.g., quarter, semester, year)	☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ☐ Provides a plan for combining assessments if multiple summative assessments are used ☐ Follows the guidelines for appropriate assessments	☐ Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) ☐ Draws upon trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	☐ Identifies the class or subgroup of students covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO	☐ All students in the class have a growth target in at least one SLO ☐ Uses baseline or pretest data to determine appropriate growth ☐ Sets developmentally appropriate targets ☐ Creates tiered targets when appropriate so that all students demonstrate growth ☐ Sets ambitious yet attainable targets	☐ Demonstrates teacher knowledge of students and content ☐ Explains why target is appropriate for the population ☐ Addresses observed student needs ☐ Uses data to identify student needs and determine appropriate growth targets ☐ Explains how targets align with broader school and district goals ☐ Sets rigorous expectations for students and teacher(s)

That was confusing!!

"Please just tell me what you want me to do??"

SLO Template - My Learning Plan

STEP 1: As a department or grade level, gather and review available data to identify student strengths and weaknesses as well as any trends.

- **OGT/OAA Results**
- **Testing Werks**
- **ACT Results**

STEP 2: <u>Collaboratively</u> identify standards/content and determine the interval of instruction targeted for the SLO

- **Standards should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured.**

- **Interval of instruction needs to end in March/ early April for year long courses**

STEP 3: Choose assessments

- **Collaboratively develop pre- and post-assessments.**

- **Assessments must be in line with when the interval of instruction ends.**

STEP 4: Submit your SLOs and prepare for review and approval

Teacher completes the Teacher Information and Part 1 sections of the SLO Template in My Learning Plan for each SLO being implemented for the 2014-2015 school year.

MyLearningPlan
Louisville City Schools

Back

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Information

SLO Title	
Teacher Category	◯ A2
	◯ B
	◯ C
SLO # (1, 2 or 3)	
Content Area and Course(s):	
Grade Level(s)	
Building	☐ Central Office
	☐ Louisville Elementary School
	☐ Louisville Middle School
	☐ Louisville Senior High School
	☐ North Nimishillen Elementary School

Academic Year

Start Date	
End Date	

Instructions

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

PART 1

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

Characters left **2048**

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Characters left **2048**

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO? (Attach copies, if assessment is teacher developed.)

Characters left **2048**

STEP 5: Evaluation Committee will review the submitted SLOs in June and early July. The committee will report the approvals and adjustments to teachers by early July.

STEP 6: Part 1of the SLO form are **due** no later than the first student day.

> •**Assessments are not to be administered until Part 1 of the SLO form is approved by the Evaluation Committee.**

KEEP SMILING!

STEP 7: After approval, administer Pre-Test and complete Part 2 of the SLO Template in My Learning Plan by September 15th, 2014. Template is expandable and teachers would choose the revise and resubmit option after completing Part 1.

•Determine student population

•Gather data (baseline & trend data)

•Determine growth targets
PROFESSIONAL DEVELOPMENT will take place in the fall for determining and setting growth targets before the September 15th deadline.

•Identify the rationale for setting the growth targets

STEP 8: Monitor progress with growth targets throughout the interval of instruction.

STEP 9: At the end of the interval of instruction, teachers will administer the post-assessment and complete the SLO scoring template. The template reports if the students meet or exceed the growth targets set at the beginning of the year.

SLO Scoring Template

The template may be used to organize data for SLOs.

1. First, the teacher adds the name or identification number for each student into the worksheet. Additional rows may be added as needed.
2. Then, the teacher enters each student's baseline score. This may be from a combination of data points and available information such as scores on the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
3. Next, using his or her completed SLO template as a guide, the teacher enters each student's established growth target.
4. The teacher enters the final performance data for each student.
5. The teacher enters if each individual student exceeded/ met the growth target by answering yes or no.
6. Once all the relevant information has been entered in the worksheet, attainment of the students' growth targets and overall teacher rating of student growth measures on this SLO will need to be computed.

Teacher Name:			School:		
SLO Title:			Assessment Name (if available):		
Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/ Meets Target? (yes/ no)

% of students that exceeded/ met growth target	Descriptive Rating	Numerical Rating
90 - 100	Most Effective	5
80 - 89	Above Average	4
70 - 79	Average	3
60 - 69	Approaching Avg.	2
59 or less	Least Effective	1

Final SLO Percentage
% Exceeding/Meeting Target: %
% Below Target: %

NUMERICAL RATING OF SLO:

Ohio | Department of Education

STEP 10: Teachers will complete and submit Part 3 of the SLO Template for final approval.

PART 3	
Final Growth Rating	
Date/Time Assessment Administered	
File Attachment Section	
In order to attach any files below, you must first upload your file to My File Library on your left menu.	
Please select the file(s) to attach to this request:	
Finish	

Throughout the process: If necessary, teachers revise and resubmit any changes to the SLO based on the evaluation committees review.

Questions

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If you have any additional questions, please contact any of the following committee members:

LHS – Barbara Elsass, Denise Mast, Ken Faye
LMS – Erin Reinford, Jason Greathouse, Kasey Dixon
LES – Lee Smith, Michael McFerren
NN – David Wernet, Jason Orin
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