

Countywide SLO Day

August 12, 2015

Welcome Teachers!

Rich Zigarovich, TCESC
Dr. William Young, TCESC



General Information

- Initiate and complete the first five SLO sections (***Phase I***)
- Use of PPT to guide the process
- Mostly work session
- Stay within what we can control



ESC Support

- **ELA** – Angela Guarnieri
- **Math** – Dana Butto
- **Special Education** – Rich Zigarovich
- **Science** – Brice Harris
- **Social Studies** – Arlo Brookhart
- **Specialists** – Dr. William Young

Travis Roth



WHO (2015-16 SY)

Value Added Principals and Category A teachers

- Grades 4-8 ELA
- Grades 4-8 Math
- Grades 5, 8 Science
- Grade 6 Social Studies
- High School English I, Algebra I or Integrated Math I, and, Physical Science

SGM OPTION 3b

For A2 teachers, use only the non-value added portion for the student growth measure.





TRUMBULL COUNTY

EDUCATIONAL SERVICE CENTER



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• Districts

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Frequently Used OTES/SLO Resources

1. [Professional Growth Plan](#) (word)
2. [Growth Plan Example](#) (pdf)
3. [Sample Growth Goals](#) (pdf)
4. [SLO Template with Checklist](#) (word)
5. [SLO Tally Sheet \(excel\)](#)

[Additional Resources](#)

ODE Evaluation Links

Educator Evaluation Page

OPES (Ohio Principal Evaluation System)

OTES (Ohio Teacher Evaluation System)

Important OTES Resources

Teacher Performance Resources

SLO Webinars

SLO Webinars

State SLO Resources - Modules 1-4

Contact Information

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SLO Template

AGENDA

1. Get forms ready
2. Identify subject/course
3. Identify my interval of instruction
4. Student population
5. Explain my Trend data (Baseline data later)
6. Select Standards and Content
7. Describe the format of both assessments
8. After today, administer pre-test, revisit SLO and set/adjust growth targets, and solidify rationale
9. Growth Targets – PHASE 2
10. Rationale-Phase 2



Subject/Course

- Select a subject/course that is **representative** of your overall schedule
- Fill in the top line on the SLO template
- **Save as**
 - Rename as SLO_lastname



Interval of Instruction:

Did you...

- explain the **length** of the course (e.g., quarter, semester, year-long etc.)?
- include how many **minutes**?
- explain how many **days per week** (specialists)?



Student Population

Did you...

- list the **number** of students covered by the SLO?
- list contextual **factors** that may impact growth? (*SWD, ED, G/T, 504, ELL, etc.*)
- explain which subgroups were excluded and why or state “**no subgroups were excluded**”?



Baseline and Trend Data

Trend Data – performance data collected over multiple years.

- Strengths and weaknesses observed
- Numerical or *narrative*

Baseline Data – starting points of students

- Pre-assessment results



Define Trend Data

- Describe trend data
 - Typical *ACADEMIC* strengths and weaknesses from previous cohorts
 - Consider *historically* how students have done
 - Incorporate any *assessment data related to trends* here as well.
 - Identify *sources* of trend data
 - Previous *SLO* assessment results
 - *I have no trend data as I am a new teacher.*
- Save



Baseline Data

- Describe the *FORMAT* of the pre-assessment you will give:
 - Comprehensive, targeted, or both?
 - Number of questions
 - Types of questions (multiple choice, constructed response, etc...)
 - Levels of rigor (recall, application, evaluation, etc...)
- Save



Source(s) of baseline data

LATER:

- Develop and administer pre-assessment
- Return to SLO template and summarize how students performed on the pre-assessment.
 - Table of results
 - Narrative of strengths and weaknesses
- *A copy of the pre-assessment should be attached to your completed SLO*



Baseline and Trend Data:

Did you...

- identify **source(s)** of the pre-assessment?
- explain **trends**, or state not available?
 - strengths and weaknesses?
- summarize the **results** of the pre-assessment in numerical form?
- **analyze** the data and explain the results?
 - strengths and weaknesses?

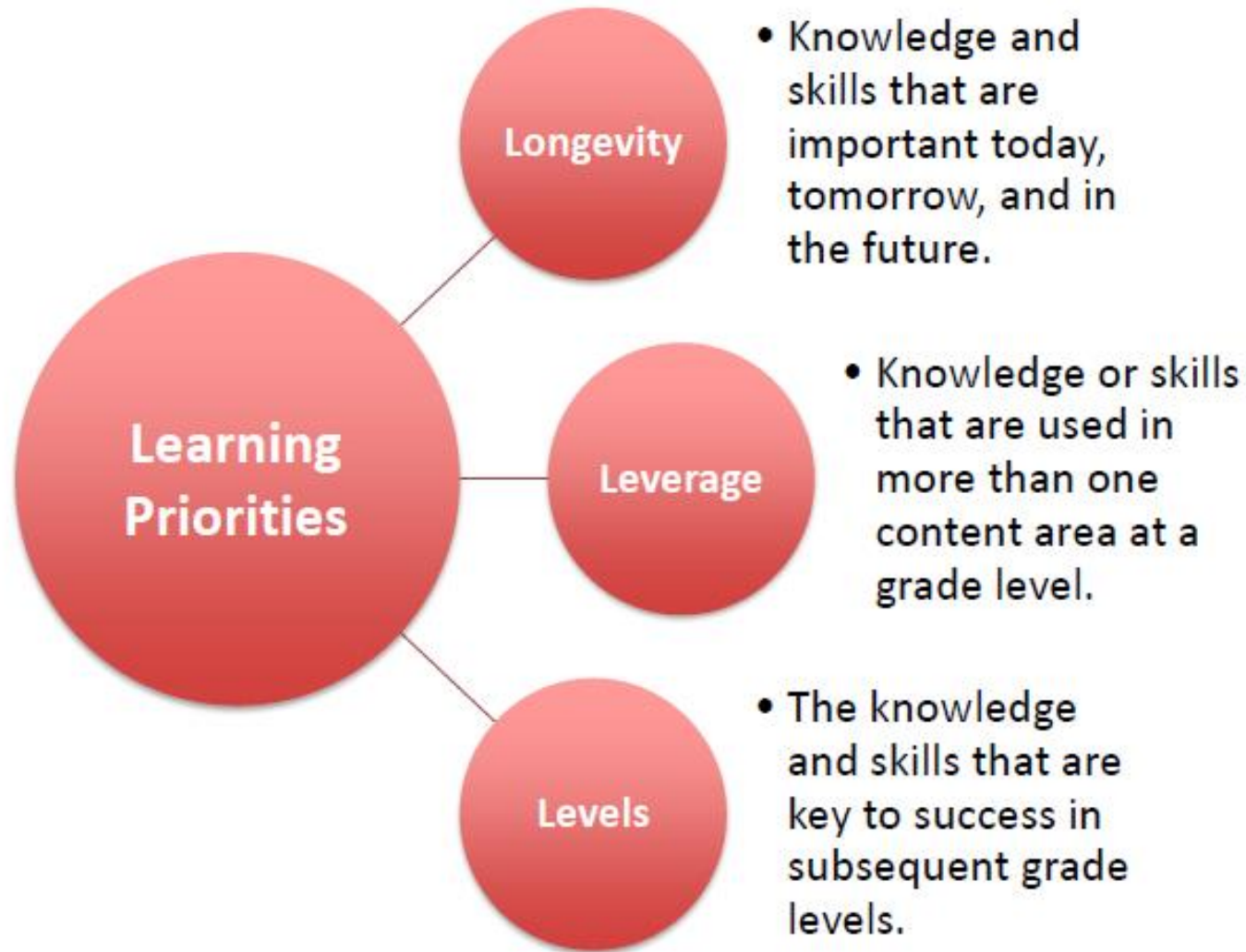


Standards and Content

“All SLOs should be
broad enough to represent the most
important learning or
overarching skills, but
narrow enough to be measured”



Identify Learning Priorities



Standards and Content:

- **Consider this:**

Things you introduce early, reinforce often, and provide multiple opportunities for students to show growth

Standards and Content:

Did you...

- specify **which** standards? (Ohio's Learning Standards, OACS-E, National, etc.)
- list the **big ideas** and/or **content** to be learned?
- list the **skills** to be learned if a targeted SLO or did I state **“this is not a targeted SLO”**?



High Quality Assessments

- Performance
- Product
- Piece of writing
- Portfolio
- Test

--Multiple Measures--



Assessments

Did you **explain** how the assessments...

- are **fair** for all students?
- are **reliable**?
- are **aligned** to the standards (valid)?
- have **stretch**?
- **Reviewed** by content experts (teacher made)
- Accommodations implemented (if known at time of pre-assessment)



Assessments

- A copy of the assessment should be attached to your completed SLO
- You may also take some time to create an assessment with your peers
- Save



Countywide SLO Day – *Next Steps*

- Continue to make adjustments as needed
- Administer a pre-assessment early in the year to determine **baseline data**
- *SLO Day #2*
 - September 24
 - 4:00-6:30 at TCESC
 - Be prepared to set **growth targets** and document **rationale** for the targets.



Countywide SLO Day

Feel free to contact me:

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*Have a great 2015/16
school year!*



Countywide SLO Day

September 24, 2015

Welcome Back Teachers!

Rich Zigarovich, TCESC



Growth Targets

- Utilize baseline data to set growth
- Determine performance tiers
- Create growth targets for each tier *(low incidence special ed. may need to set individualized targets)*
- Explain why the targets are developmentally appropriate



Growth Targets

Target 1: Individual Formula Approach Example

Students will increase their scores by half the difference between 100 and their pre-assessment score.

For example, a student with a pre-assessment of 40 would be expected to increase his or her score by 30 points on the post-assessment.

$$\begin{array}{r} 100 \\ - 40 \\ \hline 60 \end{array}$$

Baseline
score

$$60 / 2 = 30$$

$$\begin{array}{r} 40 \\ + 30 \\ \hline 70 \end{array}$$

Baseline
score

Growth
Target



Growth Targets

Target 2: Group Cut Score Approach Example

Pre-Assessment Baseline Score Range	Target Score on Post-Assessment
41-60	70
61-80	85
81-90	95

Suggestion: Establish **3-5** Tiers



Growth Targets

Target 3: Individual Increase Example

Pre-Assessment Baseline Score Range	Target Growth on Post-Assessment
41-58	Increase score by 15 points
63-77	Increase score by 12 points
81-90	Increase score by 7 points

Suggestion: Establish **3-5** Tiers



Growth Targets

Target 4: Group Rubric Example

Students will improve their performance by meeting the following growth targets on a final individualized performance assessment:

Baseline Data	Growth Target
Basic (0)	Limited (1)
Limited (1)	Proficient (2)
Proficient (2)	Advanced (3)



Growth Targets

Target 5: Individual Example

Students will improve their performance by meeting the following growth targets using LinguaFolio Can-Do Assessments, supporting data, and a final integrated performance assessment as sources of evidence:

Baseline Data (from Spanish I)	Growth Target (for Spanish II)
Novice Mid	Novice High
Novice High	Intermediate Low
Intermediate Low	Intermediate Mid



Growth Target Options

Which approach works best for your assessment(s)? (Know your **DISTRICT** protocol)

Growth Target Approaches

Target 1: **Formula for all = individual**

Target 2: **Cut scores by tier = group**

Target 3: **Increase growth by tier = individual**

Target 4: **Rubric growth by tier = group**

Target 5: **Descriptive rubric by level = group**



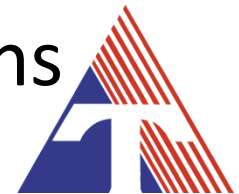
Growth Targets page of SLO

1. List results of baseline pre-test (from page 1) in middle of SLO
2. Identify how baseline scores were used to determine growth targets
3. Explain how you tiered the targets
4. Explain your knowledge of how your targets are developmentally appropriate
5. How are targets ambitious? Attainable?
6. Do all students have a growth target?



Rationale

- Explain how SLO addresses observed students needs
- Explain why you selected the content
- Explain why your targets are appropriate
- How does your SLO address district/school goals
- Some repetition from previous sections



Rationale for Growth Target(s)

Did you explain...

- Your **knowledge** of the students?
- What **data** you used to make your decisions?
- Why you chose those **standards and content**?
- Why your **goal is important and achievable**?
- Why/how your **targets are appropriate**?
- How your SLO aligns with the broader **school/district goals**?



Countywide SLO Day – *Next Steps*

- Continue to make adjustments as needed
- Talk to SLO Committee – know your local guidelines
- Complete [SLO scoring sheet](#)

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