

Pocantico Hills

APPR: SLOs and MAP

June 4, 2013

Administration

Valencia F. Douglas, Superintendent

Jay Scotto-Friedman, Assistant
Superintendent

Stanley T. Steele, Principal

Adam Brown, Supervisor of Curriculum
and Technology



Board of Education

John Conrad, President

David Wilens, Vice President

Joan Cusanelli, Trustee

Frederic Rickles, Trustee

Emily Segal, Trustee

What Is An SLO?

- SLO stands for “**Student Learning Objective.**”
- It is an academic goal for a teacher’s students that is set at the start of a course.
- It represents the most important learning for the year (or marking period, where applicable).
- It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as to any other school and district priorities.
- Educators’ scores are based upon the degree to which their goals were attained.

Who Needs SLOs?

- SLOs are developed by teachers whose courses are not linked to a state assessment (everyone except 4-8 English and Math teachers).
 - K-3
 - Related Arts/Rotations
 - Foreign Language
 - Middle School Science and Social Studies
 - AIS/ Special Ed/ ESL

How Many SLOs Do We Have?

- Teachers with State-provided growth scores:

6



- Teachers with SLOs:
27 (51 SLOs)



Which Students Are Included?

- All students in any given course/grade level are included.
- You must have an SLO for each course until you cover at least 50% of all your students.
- You must start with the largest course/grade level and work down by population.
- If you teach a course that ends in a state assessment, you must have an SLO for it, regardless of course/grade level size.

What Are The Components?

- SLO Template for each SLO
- Pre-Assessments and Student Scores
- Post-Assessments and Student Scores
- HEDI Calculation Spreadsheets

Elements of the SLO Template

Student Population: Each SLO will address all students in the teacher's course (or across multiple course sections) who take the same final assessment.

Learning Content: Connect what is taught to applicable Common Core/ national/ state standards.

Interval of Instructional Time: Explain the duration of the course: full year (SS8) or marking period (STEM)

Evidence: What assessments or student work will be used to measure this goal?

Baseline: Describe how the starting level is determined and include any additional, relevant prior data.

Elements of the SLO (cont'd)

Target: The expected outcome (target) for each student by the end of the instructional period

HEDI Scoring:

H: Highly Effective (18-20 points)

E: Effective (9-17 points)

D: Developing (3-8 points)

I: Ineffective (0-2 points)

Districts determine HEDI scoring criteria, but not the point bands.

Rationale: The importance of the learning content

These categories are addressed in a template developed by NYSED. A teacher must complete an SLO template for each of his/her SLOs.

Additional SLO Details

- K-3 teachers must have two SLOs -- one SLO for ELA and one SLO for math.
- Some teachers have four SLOs (Art, Music, PE), while others have one (Science, SS, suppt staff)
- Every SLO includes a “pre-assessment” (or baseline data) and a “post-assessment.”
- If the course has a state assessment (grade 3; science 8), it must be used as the “post-assessment” (and targets set accordingly).
- Teachers cannot score their post-assessments.
- SLOs are approved by administration and do not have to be negotiated.

Goals of the SLO

- Assess what matters most.
- Align to and support district priorities.
- Be accountable for the growth of all students.
- Make instructional decisions that support strong teaching and improve essential skill development.
- Have ambitious expectations and reward progress toward those expectations.

Risks

- The largest grade level gets assessed in multiple classes, since the grade level is included by rule in many SLOs (grade 8).
- Assessments negatively influence the nature of instruction (such as too much of a focus on factual memorization).
- Student targets are set either too high or too low.

Risks (cont'd)

- Teachers might begin to focus on their own needs versus being part of a larger team.
- Students do not receive a grade for the SLO assessments, which could lead to not taking certain tests seriously, which could in turn negatively impact a teacher's rating.

Rewards

- This is an opportunity to support performance-based assessments that value most what we value most.
- Our system allows us to consider rigorous assessment and HEDI criteria by not looking at student results as “all or nothing” in relation to reaching their growth targets.

Keeping the Data

- Actual student SLO tests are kept on file by administration.
- MAP results and reports are accessible to staff on the vendor's website.
- Spreadsheets detailing student results and translating them into teacher scores are created by administration and saved in a secure drive on the network.

Measures of Academic Progress (MAP): Overview

- They are assessments developed by the Northwest Evaluation Association (NWEA).
- They are computerized and adaptive –
 - Correct answer >> get a harder question
 - Incorrect answer >> get an easier question
- Results place all students on a single scale – a continuous learning progression over time.
- Reports organize students by strengths and weaknesses in many different areas.
- Teachers can use the reports to help differentiate their instruction based upon their students' needs.

Measures of Academic Progress (MAP): Logistics

- All students in K-8 are tested in reading and math, separately.
- We test 3 times/year (fall, winter, spring)
 - (grades K-1): each test is further broken into two parts - roughly 10-20 minutes per part
 - (grades 2-5; grades 6-8): each test is a single session – roughly 30-60 minutes
- Testing occurs in both labs and it takes about two weeks to test all students.

How Does MAP Fit Into APPR?

- Observations/evaluations are 60 points of a teacher's 100-point composite score.
- State assessments and SLOs (depending on the teacher) count for 20 points.
- MAP results count for another 20 points.
 - We use MAP results in the context of our “Local 20%” for K-8 teachers.
 - K-8 teachers will receive a 20-point score based upon their students' growth toward their goals.

Why Another Test?

- We are actively rethinking which and what types of tests we give to students.
- We feel **MAP** assessments are unique:
 - They are formative.
 - They give new insights on students, top to bottom, thus encouraging differentiation.
 - They offer the opportunity to set goals with children and help them excel.
 - Students continue to grow on the same scale.
 - Computerized testing is the future.

Thank you!