

# TIA Application Exemplar Answers: SLO Tab

The TIA Exemplar Answer Documents, complementary to the Scoring Rubric, support districts as they develop their local designation system and prepare to submit a TIA System Application. While the Scoring Rubric is designed to show the required criteria for an answer to be scored at ‘Full Readiness’, the TIA Exemplar Answer Documents are designed to show exemplary answers that go beyond the ‘Full Readiness’ criteria. The purpose of this design is to embed best practices that districts may reference in the design and implementation of their own local designation systems based on local context.

The sample exemplar answers, organized by each respective tab in the application, provide 1-2 sample answers for narrative question types. This is not an exhaustive list of ways in which a district could respond to the TIA System Application questions nor are the sample answers indicative of any one’s district’s plan. Each exemplar answer provided is a stand-alone example of how each corresponding question could be answered. Note: there are no exemplar answers for multiple-choice, drop-down menu or Yes/No question types.

## SAMPLE EXEMPLAR ANSWERS FOR THE SLO TAB

Question	Sample Exemplar Answer
1. What is the district’s rationale for using SLOs in their local designation system?	The district chose to use SLOs as a part of our local teacher designation system because by using SLOs as a student growth measure, every teacher in the district is eligible to participate in TIA. SLOs provide equity of access. SLOs are tied directly to T-TESS, which is the district’s observation system. The Texas SLO system provides a valid and reliable structure. All teachers have been extensively trained in the development, implementation, and tracking of SLOs.
3. What protocols and training does the district provide annually to ensure valid administration of all assignments, projects, tasks, and assessments being used as part of the SLO?	Our district provides annual training each August to ensure valid administration of all SLO-related assignments, projects, and assessments. Principals oversee the process, and teachers follow the Texas SLO guidelines throughout the year using the SLO Student Growth Tracker. The collaborative process agrees on the evidence to be collected and the days on which it will be collected. All evidence and checkpoints are agreed upon in advance to maintain consistency and integrity.

<p>5. What are the district-wide requirements for writing a standards-aligned SLO based on a foundational skill of the course?</p>	<p>Resources from TexasSLO.org and training/resources from our ESC are provided to all teachers. Team and/or department leaders (all receiving direct training) will work with trained teachers to guide and review teacher produced SLOs within the first 6-8 weeks of school prior to the goal-setting conference. The district follows the implementation processes found on TexasSLO.org. Teachers must identify a specific foundational skill, complete a written Skill Statement, then review the TEKS to determine which key standards are aligned. The SLOs will be a collaborative process of teachers, coaches, specialists, and content experts</p>
<p>6. What are the district-wide requirements for approving each teacher's SLO?</p>	<p>District SLOs will be completed by teachers utilizing student data and the SLO template will be reviewed by the appraiser at the goal-setting conference. Campus principals meet to calibrate a few selected SLOs across K-12. The SLO approval process includes a review by the appraiser of each teacher's SLO Form, Skill Statement, samples of end of year performance measures selected by the teacher, and the rating rubric that will be used to evaluate the students' work. The SLO form will be submitted to the campus principal for review. Upon completion of review, it will either be returned for edits or sent to the district level for final review by assigned content specialists.</p>
<p>7. How does the district ensure the security of the body of evidence?</p>	<p>Teachers will measure the skill at the beginning of the year (with a minimum of 5 measures) in order to have a baseline for growth. Teachers will then collect a minimum of 5 pieces of student work for the body of evidence. This data will be recorded in the Student Growth Tracker in Google Drive. This body of evidence will be stored using the same security protocols required for state testing artifacts. Teachers will attend training annually on the security of assessments and assignments that are used in the body of evidence. The training will reflect that of the STAAR training.</p>
<p>9. What are the district requirements <b>for setting expected growth targets</b> at the beginning of year using the Targeted Skill Profile?</p>	<p>Teachers will create an Targeted Skills Profile (TSP) with at least 5 levels of student skill proficiency described. Teachers will use multiple data points to determine each student's entering skill level on the TSP. Then using student work/projects/assignments from the first 6-8 weeks of schools, teachers will set expected growth targets for where they believe each student will end the year on the Targeted Skill Profile. This information will be reviewed in weekly PLC meetings and in District level quarterly meetings to track and evaluate the growth of the individual student.</p>
<p>10. What are the district requirements for <b>determining EOY student growth</b> using the body of evidence and the Targeted Skill Profile?</p>	<p>To assess student growth in the SLO at the end of the year, teachers will compare the student's expected growth target on the TSP to their actual end of year skill level as documented by the body of evidence. Students whose body of evidence aligns to the descriptors of the expected growth target that was set for them at the beginning of the year will be considered to have met their expected growth.</p>

