Recommendations for Use of HSA in Teachers’ Student Learning Objectives (SLOs)

This information reflects the recommendations by stakeholder groups, including Local Education Agencies (LEAs) and Maryland State Education Association (MSEA) representatives at Teacher and Principal Evaluation (TPE) Field Test meetings, the HSA/SLO Workgroup, the Maryland State Department of Education’s (MSDE) Principals’ Advisory group, and Executive Officers. In addition, all LEA’s were encouraged and invited to provide input on this topic.

Parameters:

- An HSA data point must be used as the measure/evidence in one SLO for teachers in tested areas; **AND**
- The SLO should reflect data representative of the majority of the class and/or an underperforming subset of the class; **AND**
- SLO targets may reflect either mastery or growth targets. LEAs establish the expected level of attainment & how SLO is scored; **AND**
- Performance targets should reflect ambitious and attainable goals; targets should reflect passing the test versus increasing the score; **AND**
- Rationale for the population selection and target should reflect baseline data. Baseline data is determined by the local school system. Examples:
  - Historical performance of students in the tested area, e.g. how have 10th graders performed on the 10th grade English HSA in the past?
  - Previous performance of this group of students, e.g. how did these 10th graders perform as 9th graders in English?
  - For students who have taken the test multiple times, previous test(s) may serve as baseline data.
  - The gap in performance between the current levels of performance and expected performance.
  - Other local measures such as formatives, benchmarks, pre-tests, HSA practice tests.

Examples of SLO Targets Using HSA Data:

- Increase the percentage of students who pass the test, e.g. 85 percent of my students passed the test last year, this year the target is 90 percent.
- Maintain high levels of performance, e.g. 98 percent of my students passed the test last year, this year the target is 98 percent.
- Increase the pass rate of first-time test takers who have been identified as at risk of failing the assessment, e.g. over the last three years, the percentage of at-risk students who pass the test the first time has been 30 – 40 percent. The target is for a first-time pass rate of at least 75 percent for these students.
- Increase the percentage of students passing the tests in identified subgroups, e.g. increase the pass rate for special education students by 10 percent.

Other Considerations:

- HSA results (May administration) are not available by the end of the school year and therefore the HSA SLO cannot be scored until the fall of the following school year. The SLO results will be included in the following year’s evaluation. This cycle is the same as for the use of MSA data.
- A transition plan is needed for the first year of implementation when the HSA SLO score is not available. The recommended solution is the “two plus one” plan. In this plan, there are a minimum of two SLOs that can be scored by the end of the evaluation cycle and one HSA SLO that will be scored in the fall of the following year.