Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Best Practices for SLDS

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Purpose of SLDS

- Identify students' academic strengths and weaknesses
- Identify and address potential recurring impediments to student learning, e.g., problems with attendance or difficulty in mastering prerequisite knowledge or skills, before they negatively affect student success
- Make more informed (data-driven) decisions designed to improve student learning
- Increase student achievement and close achievement gaps
- Quickly create targeted differentiation groups and cohorts

Assessments available in SLDS

- Criterion-Referenced Competency Tests (CRCT)
- Criterion-Referenced Competency Tests-Modified (CRCT-M)
- End-of-Course Tests (EOCT)
- Georgia High School Graduation Test (GHSGT)
- Georgia High School Writing Test (GHSWT)
- Georgia 8th Grade Writing Test (G8WT)
- Georgia 5th Grade Writing Test (G5WT)
- Georgia 3rd Grade Writing Test (G3WT)
- 21st Century Skills Assessment (21st CSA)
- Georgia Alternative Assessment (GAA)
- Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
- Georgia Pre-K Assessment
- Student Lexile Scores
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Best Practices for Teachers

Beginning of new year/new semester

- Standards Key - Click the "key" for quick access to the standards for your courses. These standards and elements can be copied and pasted into lesson plans, saved, and/or printed.
- Attendance Tracker - Review attendance chart to "predict" students with high absentee rates. Use these predictions to create an attendance plan for these individual students.
- Classroom Lexile Performance - Review Lexile chart if applicable to determine the appropriate lexile level for class resources:

- Use Find-a-Book feature from Lexile.com to select reading materials http://lexile.com/fab/.
- Use the Lexile analyzer to determine the Lexile level of a reading passage http://lexile.com/analyzer/.
- Compare the Lexile level of your textbook to your class's Lexile level(s). You may need to supplement the textbook with other resources if there is a big mismatch between the textbook and the class's levels.
  - Statewide Test Results and Classroom Assessment Performance (CAP) – Use this information to identify classrooms' strengths and weaknesses to differentiate instruction (e.g. flexible grouping).
  - Course Grades - Review the students' final grades in their prior classes in your subject area to determine who may struggle in your class or who may be a candidate for enrichment activities.

Throughout the Year

- Student Profile - Choose one student per day and do the following:
  - Observe demographics information such as Grade, Gender, Ethnicity, Birth Date and other applicable information (e.g. Retained, Remedial, English Language Learner (ELL), Economically Disadvantaged (ED), Student with Disability (SWD), Gifted).
  - Observe student attendance trends beginning with the 2006-2007 school year.
  - Observe growth (or lack thereof) in the student's Lexile scores. Is the student above or below the Stretch Lexile Range? Is he/she getting closer to or farther away from the Stretch Lexile Range each year? Is the student's score getting higher each year, falling each year, or staying the same?
  - Compare the student's grades and assessment scores each year to his/her absentee rate.
  - Compare the student's grades and assessment scores each year to his/her enrollment history data.
  - Compare the student's final grades in each subject area each year to his/her assessment score in that subject each year.
  - When a student is struggling academically, check the student's enrollment history for factors such as high transiency, recent shift to Economically Disadvantaged status, etc.; these may be clues that something has occurred in the student's life outside of school that may be impacting his/her performance. This is something that can be discussed with a school counselor. Other factors that may be helpful to observe in the enrollment history are past SWD status, Retained status, etc.
  - As new assessment data is loaded into SLDS, review the Classroom Assessment Performance (CAP) charts to tweak remediation/enrichment groups. Compare the most recent results to the prior results—use this as a gauge for your effectiveness.

Parent Conferences

- o Share the Student Profile page with the parent; share the assessment domain comparison charts with the parent.

Review the student profile page for each new student arrival

- o Review the student's previous assessment scores, absentee rate, subgroup information, enrollment history, and grades.
- o Use the "Student a Day" method: Take 5 minutes each day to review one student's profile page.

Take advantage of the export feature available for all of the pages in SLDS

- o Create a file on each student and drop the applicable data into that file.
- o Use assessment domain comparison charts for Student Support Team Meetings (SST) and Individualized Education Plan (IEP) meetings.
- o Use the data to assist in the RTI process.
- o Export student roster information to an Excel spreadsheet and create Filters or Conditional Formatting.