

Student Learning Objectives (SLOs)

A process for determining measures of student growth in both test and non-tested grades and subjects

Introductions

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Today's Session:

Very BIG topic, today is an overview....

- Review new legislation (PA 173) on educator evaluation focused on student growth measures.
- SLOs- Shifting from a checklist to a process.
- SLO development & approval
- SLO scoring & rating attainment

Take away...

- What might be your district's entry point into this work and how will you support implementation?

Michigan's Federal ESEA Flexibility Waiver

States must demonstrate their continued commitment to implementation of teacher and principal evaluation and support systems that use multiple measures of performance, including student growth as a significant factor.

- Delay required use of state assessment data until results from 2016-17 state assessments are available following two years of data under same assessment
- Focus on Student Learning Objectives (SLO)
- Introduction of Student Growth Percentile (SGP)

PA 173- It Happened!



PA 173 mirrored legislation

Percentage of evaluation based on student growth:

- 2015-16 through 2017-18: 25%
- 2018-19 and beyond: 40%

Student growth data:

- **State assessment data does not have to be used until 2018-19** at which point it will have to comprise half of the total growth data for teachers in tested grades and subjects.
- Growth not measured using state data must use multiple measures and be used consistently among similarly situated educators.

Non-state growth measures may include the following:

- Student Learning Objectives (SLOs)
- Nationally normed or locally developed assessments aligned to state standards
- Research-based growth measures
- Other rigorous assessments that are comparable across the district
- IEP goals (where applicable)

Practice

For 2015-16, the requirements in current law all remain in place:

- Mid-year reviews for less than effective teachers
- At least 2 classroom observations

Percentage of evaluation based on student growth:

- 2015-16 through 2017-18: 25%
- 2018-19 and beyond: 40%

Student growth must be measured using the aggregate of the student growth data used for the teachers in their building, or for the entire district in the case of central office administrators.

Practice

For 2015-16, the requirements in current law all remain in place:

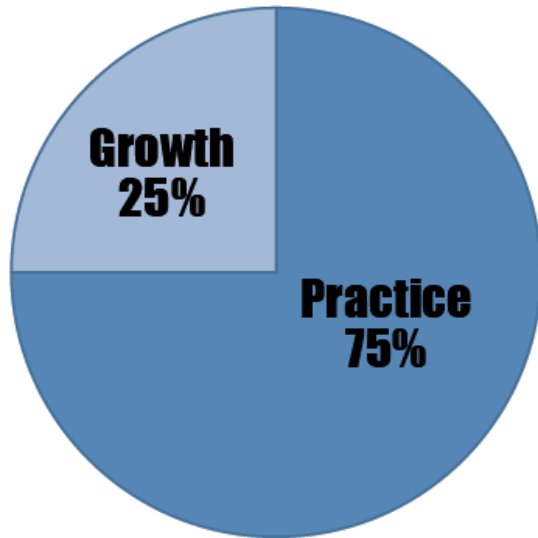
- Administrators must be evaluated on at least 4 “practice” factors (quality of their teacher evaluations, SIP progress, student attendance, parent, student and teacher feedback).
- Improvement plan for less than effective administrators
- Biennial evaluations allowed for those with 3 consecutive highly effective ratings.
- 3 ineffective ratings = dismissal

New requirements **will not take effect until 2016-17**. Those requirements include:

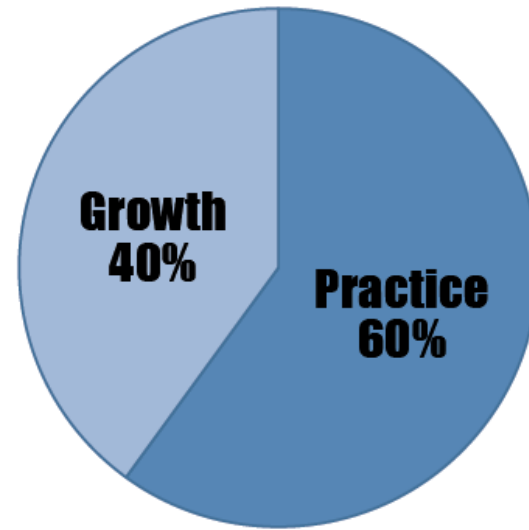
- Portion of evaluation not based on growth data must be based “primarily” (more than half) on district-selected framework.
- **Frameworks:** MDE will maintain a list of approved evaluation frameworks (initially including at least the MCEE recommended frameworks). Districts may choose a framework on the list, build their

Administrators

2015-16 through 2017-18



2018-19 and beyond



NOTE: Student growth for administrators must be measured using the aggregate of the student growth data used for the teachers in their building, or for the entire district in the case of central office administrators.

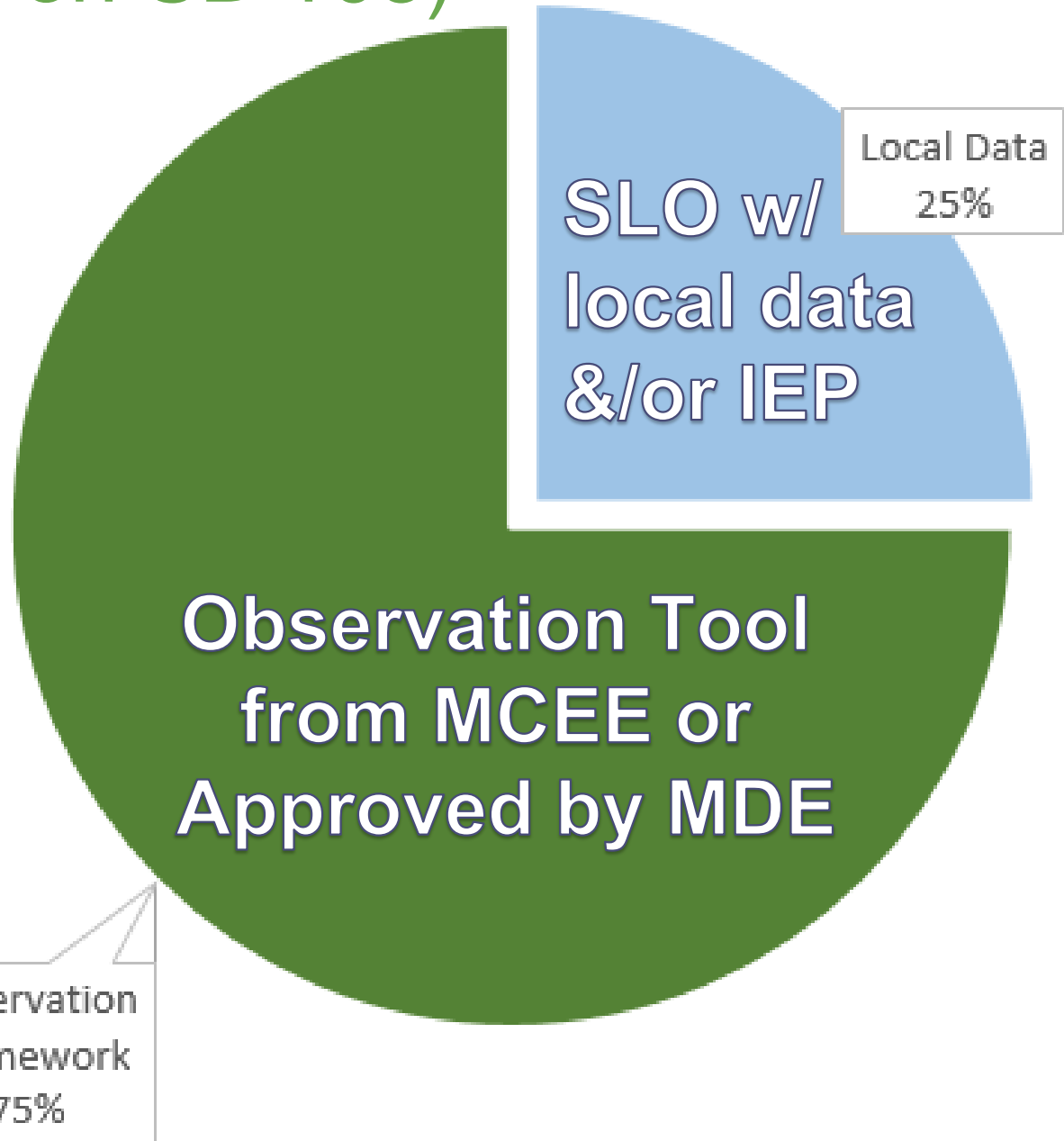
PA-173 (based on SB 103)



2015/16

2016/17

2017/18



Observation Framework
75%

Local Data
25%

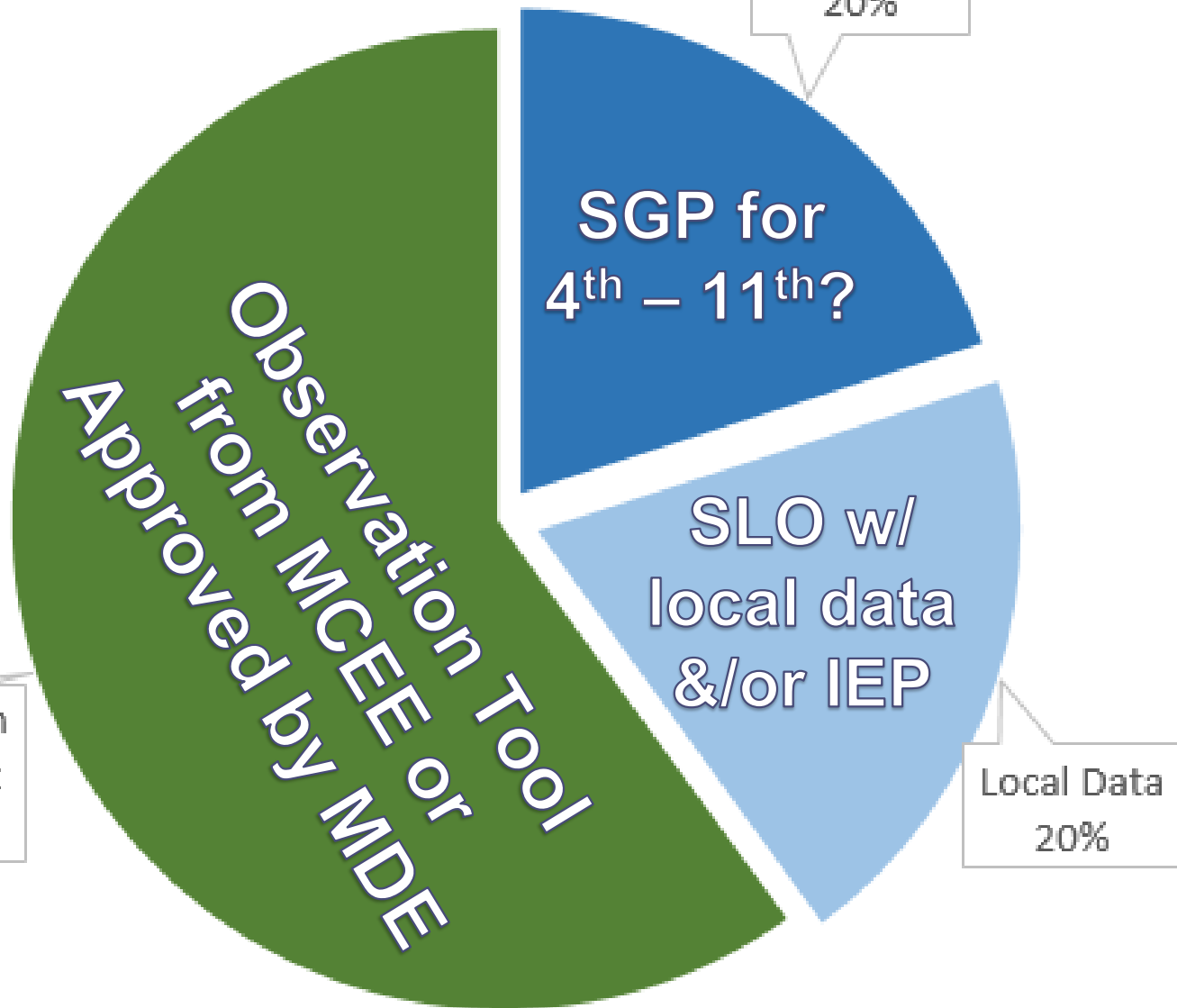
SLO w/
local data
&/or IEP

Observation Tool
from MCEE or
Approved by MDE

PA-173 (based on SB 103)



2018/19
and beyond



Observation Framework
60%

State Data
20%

SGP for
4th - 11th?

SLO w/
local data
&/or IEP

Local Data
20%

Observation Tool
from MCEE or
Approved by MDE

BAA Secure Site – Student Data File

	B	F	I	Q	V	AE	AI	AJ	AK	AL	AM	AN	
1	ISDCod	Grade	Middle	SE	Conten	Standar	FormFix	FormPT	SS	SSSE	PL	SGP	
193	70000	4	C		1	EL	1	3	1	1354	9	1	10
195	70000	4	A		0	EL	0	1	2	1356	9	1	2
201	70000	4	F		0	EL	0	2	3	1360	8	1	1
209	70000	4	P		1	EL	1	3	1	1363	8	1	12
218	70000	4	Z		1	EL	1	2	3	1366	8	1	24
220	70000	4	M		0	EL	0	1	2	1367	8	1	21
226	70000	4	H		1	EL	1	1	2	1370	8	1	
228	70000	4	R		1	EL	0	1	2	1370	8	1	8
236	70000	4	G		0	EL	0	3	1	1374	7	1	40
238	70000	4	L		0	EL	0	1	2	1375	7	1	25
243	70000	4	L						1	1377	7	1	9
244	70000	4	R						1	1377	7	1	
245	70000	4	M						3	1378	7	1	26
249	70000	4	G						3	1378	7	1	79
259	70000	4	J						3	1380	7	1	41
268	70000	4	R						1	1381	7	1	4
282	70000	4	D						3	1386	7	2	18
283	70000	4	J		0	EL	0	2	3	1386	7	2	10

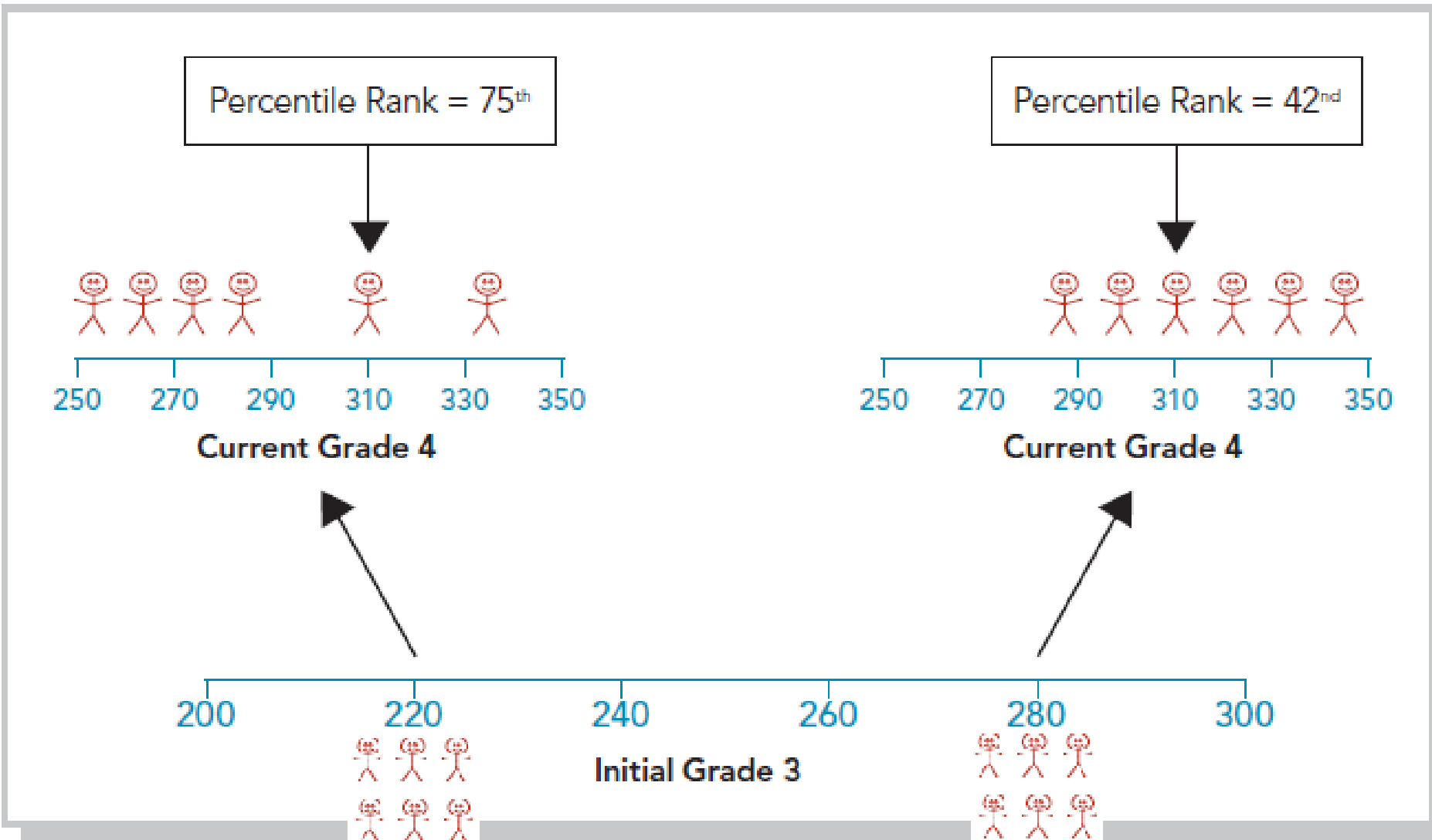
Avg. SGP
53.7



StudentDataFile SAMPLE 2015

Student Growth Percentiles - CO

Illustration of a Heuristic Approach to Computing Student Growth Percentiles



Educator Evaluations

- SGPs have been used in multiple states for Educator Evaluations.
- The most common aggregation for Ed Eval is taking the median of a group of SGPs. In the literature, these are called Median Growth Percentiles, or MGPs.
- The SGPs from the 2015 M-STEP shouldn't be used for any educator evaluations.

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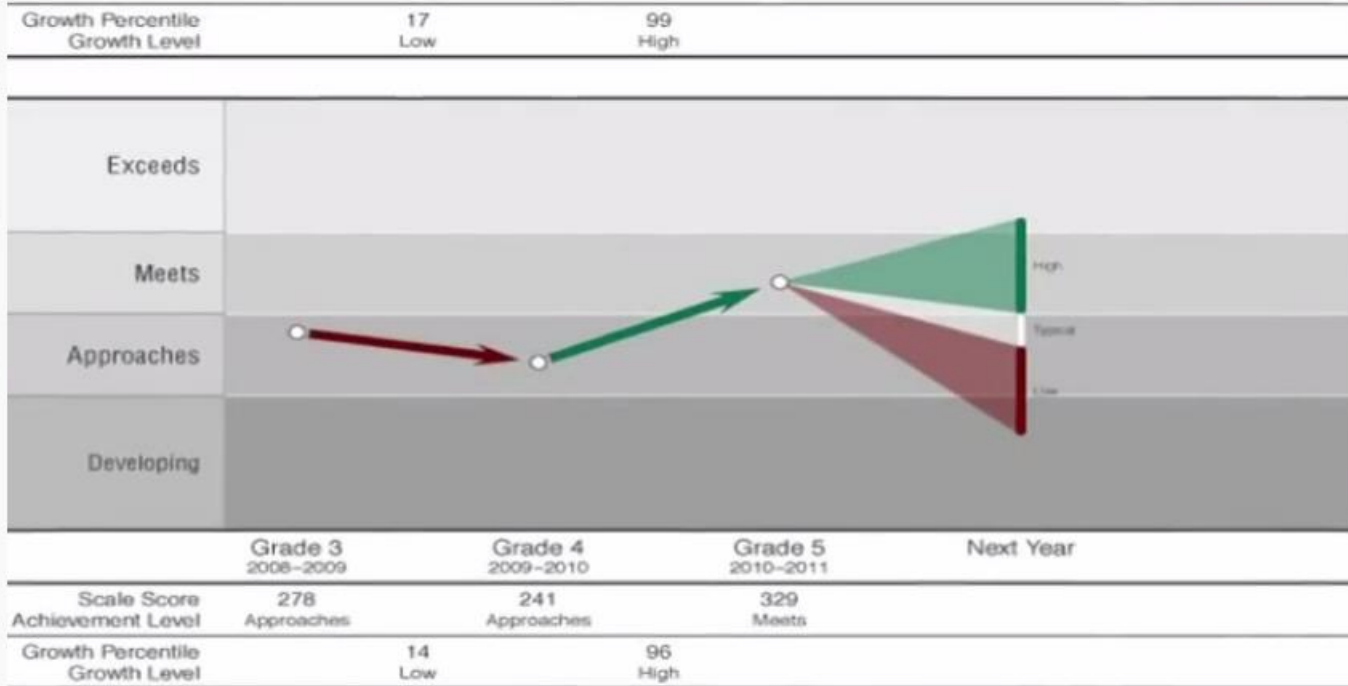
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Student Growth for Educator Evaluations

There are states who have successfully implemented different growth models through continuous stakeholder involvement and assuring the evaluation process focuses on teacher engagement and effective feedback. There are 18 Race to the Top (RTT) who were given millions of dollars to implement student



Doug Greer, August, 2014.

The research paper discussed how Colorado balance student achievement. The student profile of an individual student achieved by placing a white dot at one of Approaching, Meets, Exceeds. Describe how the student grew across the state: **Low growth** (red), **High growth** (green). Finally, describe the student's growth for the next year depending

on if the student demonstrates high, average, or low growth.

Some Limitations of SGPs

- We can't assume that teacher's are the sole or even majority cause of SGP variation.
 - Major events/disruptions may play a role, for example
- SGP data will be much less precise this year due to the assessment transition.
 - Change in standards, assessments, delivery mode, and time of year.
 - Longer than normal gap between tests.

Implications

- This is a great year to familiarize ourselves with SGPs and begin to develop ways to use SGP data to improve our teaching and learning.
- Michigan educators should avoid making high stakes decisions from SGPs for the first year; SGPs are going to be less stable and less precise for the 2014-2015 results.



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Student Growth for Educator Evaluations

There are states who have successfully implemented different growth models through continuous stakeholder involvement and assuring the evaluation process focuses on teacher engagement and effective feedback. There are 18 Race to the Top (RTT) who were given millions of dollars to implement student growth into educator evaluations, among other requirements for the federal grant. Most of these states have moved away from a "simple on-gain score model" to primarily one of three alternatives: Value-Added Models (VAM), Residual Gain Model, or Student Growth Percentiles (SGP), learn more about SGP from the video on the right.

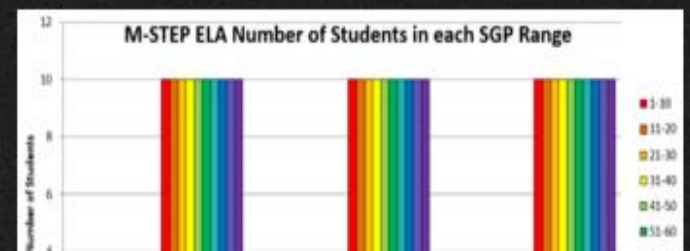
For a more comprehensive review, read [Research on Student Growth for Ed Evals](#) by Doug Greer, August, 2014.



Understanding 2015 Student Growth Percentiles from BAA

Although the BAA Secure Site released SGPs for individual students (4th - 11th grade) in **January, 2016, we concur with the strong recommendation of MDE that SGPs should NOT be used for educator evaluations in 2015/16.** In fact, the current law (PA-173) does not require the use of SGPs until 2018/19 which allows three more years to stabilize state-level data. BAA has released the SGPs in order for educators to familiarize themselves with the data prior to high-stakes use in 2018/19.

A few key points to understand, SGPs across the state are NOT a normal distribution (bell-shape curve), in fact, the distribution is expected to have an equal number of students at each percentile (the diagram on the right shows grouping of 10 or deciles). In this



Public Act 173 (SB 103)

November 5, 2015

Sec. 1249. (1) Subject to subsection (4), with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

(c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account student growth and assessment data. Student growth must be measured using multiple measures that may include student learning objectives, achievement of individualized education program goals, nationally normed or locally developed assessments that are aligned to state standards, research-based growth measures, or alternative assessments that are rigorous and comparable across schools within the school district, intermediate school district, or public school academy. If the performance evaluation system implemented by a school district, intermediate school district, or public school academy under this section does not already include the rating of teachers as highly effective, effective, minimally

Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

**How might we
move more
towards a growth
mindset when
using student
growth for
educator
evaluations?**

**What current
practices or
procedures
regarding student
growth seem to
align more
towards a fixed
mind set?**

Guiding Principles for Ed Evals



1. Data should inform decisions, but **human judgment** will always be an essential component of evaluations
2. The implementation and evaluation of the system must embody **continuous improvement**.
3. The purpose of the system is to provide **meaningful and credible feedback** that improves performance.
4. The development and implementation of the evaluation systems must continue to **involve stakeholders in a collaborative process**.
5. Educator evaluations must take place within a larger system that is **aligned and supportive**.

Student Learning Objective (SLO) is a framework for student growth

MDE FAQ

(1 of 3 MDE docs)



Measuring Student Growth: An Introduction to Student Learning Objectives

What is an SLO?

A student learning objective (SLO) is a measurable, long-term, academic goal, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students or a subset of students. SLOs are focused on the most valuable learning that takes place in a course. They are specific and measurable goals that are based on student data and aligned to curriculum standards.

Who should use SLOs?

Teachers of any grade and subject who seek to measure the academic growth of their students might benefit from the use of SLOs.

Why use SLOs?

Education legislation in Michigan requires that the student growth and assessment component of a teacher's evaluation consist of the state student growth and assessment measurement standards and a local student growth assessment. SLOs are one way to measure the academic growth of students.

How are SLOs being used and implemented?

States and districts across the country currently use SLOs as one measure in their educator evaluation system because of the strengths of the SLO process. A review of publicly available documents found that 35 states have policies or recommendations related to the use of SLOs in their evaluation systems.

What are potential strengths of the SLO process?

Some of the reasons the SLO process is used so widely are because SLOs are:

- **Versatile.** SLOs can be used to measure student growth for all teachers, not just those teachers in tested grades and subjects.
- **Teacher driven.** The use of SLOs allows teachers to set goals for their students, thus playing a critical role in their own evaluations.
- **Adaptable.** As schools implement new standards and curriculum, SLOs can still be used to measure student learning.


What does research say about SLOs?


Early research on the SLO process is limited, but some studies show promise. In one study, teachers reported that the SLO goal-setting process helped them become more focused on student achievement and data use. As a result, the teachers employed more evidence-based practices (Community Training and Assistance Center, 2013). In two recent evaluations of

What are the Major components of a Student Learning Objective?

1. Describe the **student population**
2. Describe **previous data** known about the given student population
3. Describe the **essential standards** or most important learning from the course
4. Describe the **assessment** that will measure the essential standards.
5. Establish **rigorous and attainable growth targets** for groups of students or the whole
6. **Rationalize** the specific growth targets.

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How do we fairly and consistently attach student growth and achievement data to educator evaluations?

Imagine a teacher coming to you at the beginning of the year with a simple request: *Is my student growth goal for this year sufficient to receive the highest ranking on the growth portion if I meet my goals?* According to the American Institute of Research (AIR), 60% of our states across the nation answer this question regarding student growth with non-tested content/grades by using a PROCESS to create Student Learning Objectives (or SLOs). Several of the 18 Race to the Top states require SLOs for all teachers (core and non-core).

NEW Michigan law (PA-173) for Educator Evaluations

PA-173 passed into law (November 5, 2015) stating evaluations for "teacher's or school administrator's job performance, using multiple rating categories that take

into account data on student **growth and assessment data**. **Student Growth must be measured using multiple measures that may include Student Learning Objectives**, achievement of IEP goals, nationally normed or locally developed assessments **that are aligned to state standards**, researched based growth measures or alternative assessments that are rigorous and comparable across schools within the

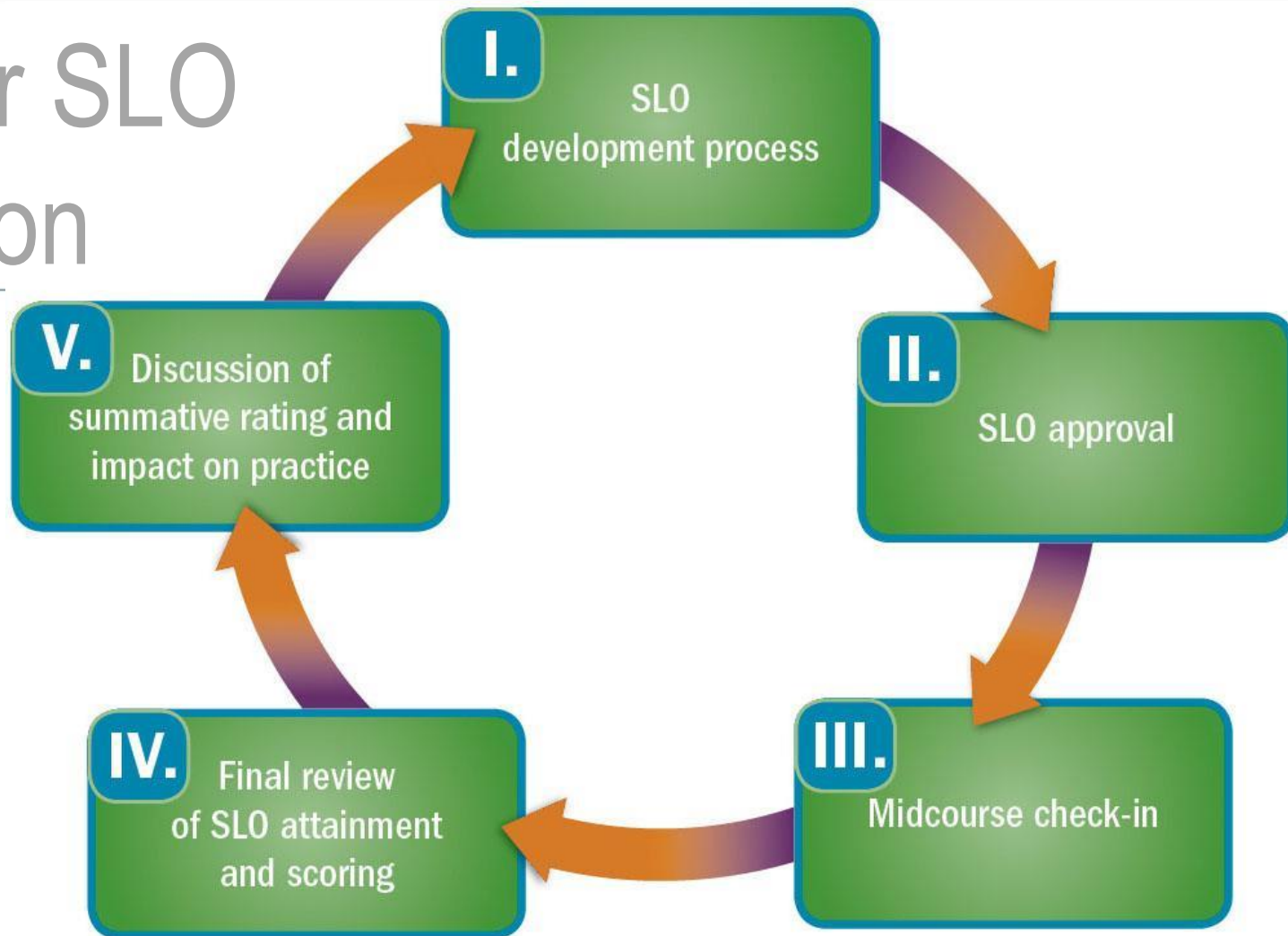
Voice of Educators from Rhode Island on SLOs



SHORT version



Cycle for SLO Evaluation



PERFORMANCE
MANAGEMENT Advantage
Evaluation & Professional Growth
at American Institutes for Research

Student Learning Objectives
as Measures of Educator Effectiveness
The Basics



Source: Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Student learning objectives as measures of educator effectiveness: The basics*. Washington, DC: American Institutes for Research. Retrieved from http://educatoralent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf

MDE SLOs – Checklist, Template and FAQ





Michigan Department of Education Student Learning Objectives (SLO) Template

Name of Teacher/Teacher Team: _____



Michigan Department of Education Student Learning Objective (SLO) Template Checklist

It is recommended that this checklist be used for both developing and approving SLOs. For an SLO to be approved, all criteria should be met as noted by a check mark in each box by an SLO evaluator.

Name of Teacher/Teacher Team:	Date of Review:
Content Area:	Grade:
Type of SLO: <input type="checkbox"/> Class-Level <input type="checkbox"/> Course-Level <input type="checkbox"/> Targeted <input type="checkbox"/> Tiered	

Indicator Met	INTERVAL OF INSTRUCTION	<i>What is the time period that instruction will occur?</i>
----------------------	--------------------------------	---

Specifies start and stop dates which includes the majority of the course length. **Comments:**

Indicator Met	STUDENT POPULATION	<i>Who is included in this objective? Why is this the target group selected?</i>
----------------------	---------------------------	--

Justifies why this class and/or targeted group was selected. **Comments:**

Describes the characteristics of the student population including the numbers of students with special needs relevant to the SLO (e.g., I have 4 students with reading disabilities, 2 English language learners...). **Comments:**

If subgroups are excluded, explains which students are excluded, why they are excluded, and if they are covered in another SLO. **Comments:**

Indicator Met	LEARNING STANDARDS	<i>What are the key standards connected to the learning content?</i>
----------------------	---------------------------	--



Instruction Interval: _____

SLO Type: Class-level Course-level or Grade-level Targeted Tiered

Student Population

Who is included in this objective? If a targeted subgroup, how will the other students be addressed in another SLO?

Links: [Instructional Support Video #1 OH](#); [MDE Guidance PDF TBD](#); Samples: [QAISD](#) and other states ([LA](#), [RI](#), [OH](#), or [NY](#))

- Describes the demographics of the class accurately.
- Justifies why a targeted group was selected or includes the entire class.
- If subgroups are excluded, specifies who and if they are covered by another SLO; otherwise, why not

If subgroups are excluded, explains which students are excluded, why they are excluded, and if they are covered in another SLO.

Comments:

Indicator
Met

LEARNING STANDARDS

What are the key standards connected to the learning content?

Holly Area Schools- SLO Template

Student Learning Objective (SLO) Purpose Worksheet



Teacher Name:

Content Area:

Course:

Grade Level:

Term: 2nd **Year:** 2014-15

Directions:

Please answer the questions below to provide context and clarity of the SLO used for second trimester.

Part I:

Should be completed prior to, or at the beginning of, second trimester.

Standards and Content

1. Which content area(s) and standards are addressed by the SLO?
2. Explain the factors in that decision (Why you choose this specific content?).

Interval of Instruction

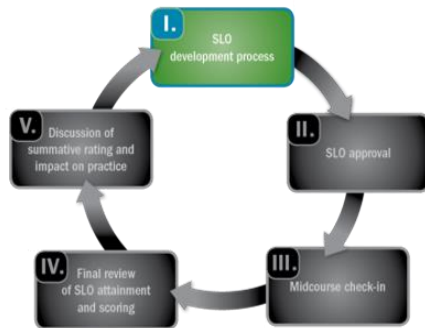
1. What is the duration of the course that the SLO will cover?
2. What are the beginning and end dates?
&

Assessment

1. What assessment(s) will measure student growth for the SLO?

Ottawa Area ISD Sample SLO Template

(based on MDE Template with specific enhancements)



SLO development generally includes the following five steps:

1. Identify core content and standards

2. Gather and analyze student data

3. Determine the focus of the SLO

4. Select or develop an assessment

5. Develop a growth target and rationale



Blank Sample Template for Student Learning Objectives (SLO)

Name(s): _____ Content Area: _____ Grade Level: _____

Instruction Interval: _____ SLO Type: Class-level Course-level or Grade-level Targeted Tiered

Student Population

Who is included in this objective? If a targeted subgroup, how will the other students be addressed in another SLO?

Links: [Instructional Support Video #1 OH](#); [MDE Guidance PDF TBD](#); Samples: [OAISD](#) and other states ([LA](#), [RI](#), [OH](#), or [NY](#))

- Describes the demographics of the class accurately.
- Justifies why a targeted group was selected or includes the entire class.
- If subgroups are excluded, specifies who and if they are covered by another SLO; otherwise, why not

Learning Standards

What are the essential standards connected to the learning content? Links: [Support Video #2 OH](#)

- Aligns to specific state-adopted standards
- Represents the essential standards or the big ideas to be taught during the course of instruction
- Reaches the appropriate level of complexity for each state-adopted standard measured


Baseline Data

What data were reviewed in the development of the SLO? How do the data support the SLO?


[Support Video #3 OH](#)


[Data Template OH](#)

What are the Major components of a Student Learning Objective?

1. Describe the **student population**
 2. Describe **previous data** known about the given student population
 3. Describe the **essential standards** or most important learning from the course
 4. Describe the **assessment** that will measure the essential standards.
 5. Establish **rigorous and attainable growth targets** for groups of students or the whole
 6. **Rationalize** the specific growth targets.
- 

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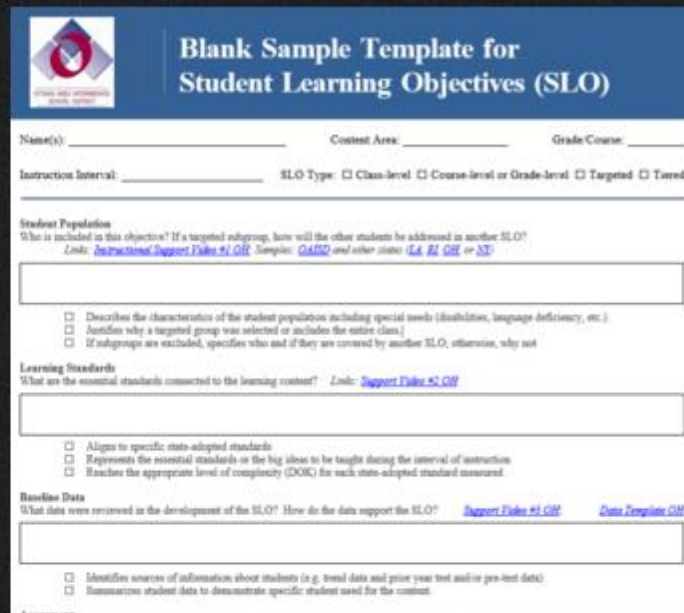
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OAISD SLO Template

This blank template has podcasts linked to each section from Ohio's Teacher of the Year (2013), embedded scoring rubric and other linked resources to guide writing a Student Learning Objective. The OAISD simply combined the MDE Checklist and MDE Blank Template then enhanced the document with linked resources.

[BLANK SLO TEMPLATE](#)



The form is titled "Blank Sample Template for Student Learning Objectives (SLO)". It contains several sections for user input:

- Name(s):** _____
- Content Area:** _____
- Grade/Course:** _____
- Instruction Interval:** _____
- SLO Type:** Class-level Course-level or Grade-level Targeted Tiered
- Student Population:** "Who is included in this objective? If a targeted subgroup, how will the other students be addressed in another SLO?"
Links: [Instructional Support Table #1 GH](#) | [Sample: OAISD and other states \(LA, NJ, GE, NY\)](#)
- Describe the characteristics of the student population including special needs (disabilities, language deficiency, etc.)
- Justifies why a targeted group was selected or includes the entire class.
- If subgroups are excluded, specifies who and if they are covered by another SLO, otherwise, why not
- Learning Standards:** "What are the essential standards connected to the learning content?" Link: [Support Table #2 GH](#)
- Aligns to specific state-adopted standards
- Represents the essential standards or the big ideas to be taught during the interval of instruction
- Reaches the appropriate level of complexity (DOK) for each state-adopted standard measured
- Baseline Data:** "What data were reviewed in the development of the SLO? How do the data support the SLO?" [Support Table #3 GH](#) | [Data Template GH](#)
- Identifies sources of information about students (e.g. trend data and prior year test and/or pre-test data)
- Summarizes student data to demonstrate specific student need for the content.

Who will be taught and what do they know?

What standards will be taught and how will they be measured?

What will they achieve & why?

There are six components to a SLO and the template shows these with six text boxes to complete. These six components align to the 5 steps for developing a SLO by the American Institute of Research. The basic structure is simple, but that does not mean the process will be easy for teachers or administrators. This process will take time to master, consider a growth mindset as you slowly implement and support the develop of SLO(s).

1. Who will be taught? Describe the student population ... [read more \(box 1 & 3\)](#).
2. What standards will be taught? Identify the essential standards ... [read more \(box 2 & 4\)](#).
3. What do we know about the prior knowledge of the students? Baseline data ... [read more \(box 1 & 3\)](#).

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Box 1 & 3: Who are your students and What do they know?

Regardless if the students are elementary or secondary, a Student Learning Objective may be written for EVERY CONTENT area, from Art to $X + Y = Z$. The first box asks you to describe the students who will be taught and the third box to describe what we know about them in relation to the content to be taught (this may take the form of previous content taught a year earlier).

MI Box 1 Student Population:

Given the [Blank SLO Template](#), describe the student population as seen in the [Sample 5th grade Math SLO](#).



Student Population

Who is included in this objective? If a targeted subgroup, how will the other students be addressed in another SLO? [Instructional Support Video #1 OH](#)

There are 30 students enrolled in the class, 25 students completed the Delta Math 5th grade readiness screener last spring for baseline data and all 30 completed the screener in the beginning of the fall semester. There are 18 boys and 12 girls. Seven of the students have IEPs, though only two need math related accommodations (*NOTE: may wish to note the accommodations for SWD and EL*). There are also three students who qualify as an English Learner. This SLO will set goals for all 30 students based on available baseline data and will set rigorous and attainable goals for each student or group of students as determined by baseline data.

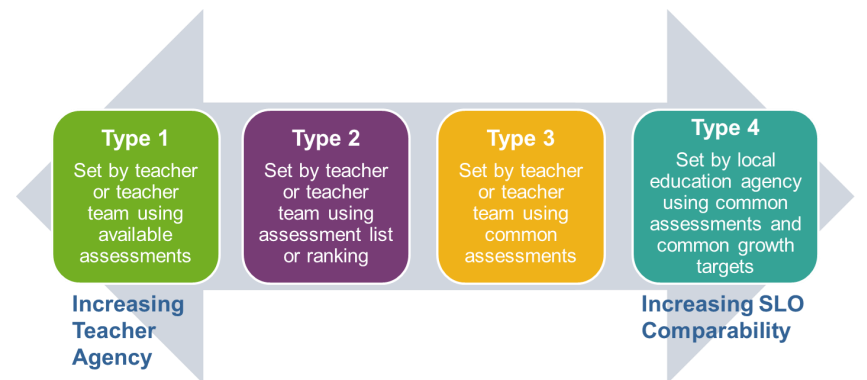
Box 4 Assessment (Step 4 AIR): The support video from Ohio includes a reference to an assessment checklist. **The SLO Assessment Checklist** from Indiana is one of the best one page overviews for SLO usage.

SLO Assessment OHTY

- Two other considerations are as follows:
 - To increase comparability across SLOs, consider using the same assessment as your colleagues who meet the following criteria:
 - Teach the same course or subject.
 - Share your team SLO.
 - Make sure the time required to administer and score the assessment is reasonable.

0:00 / 3:45

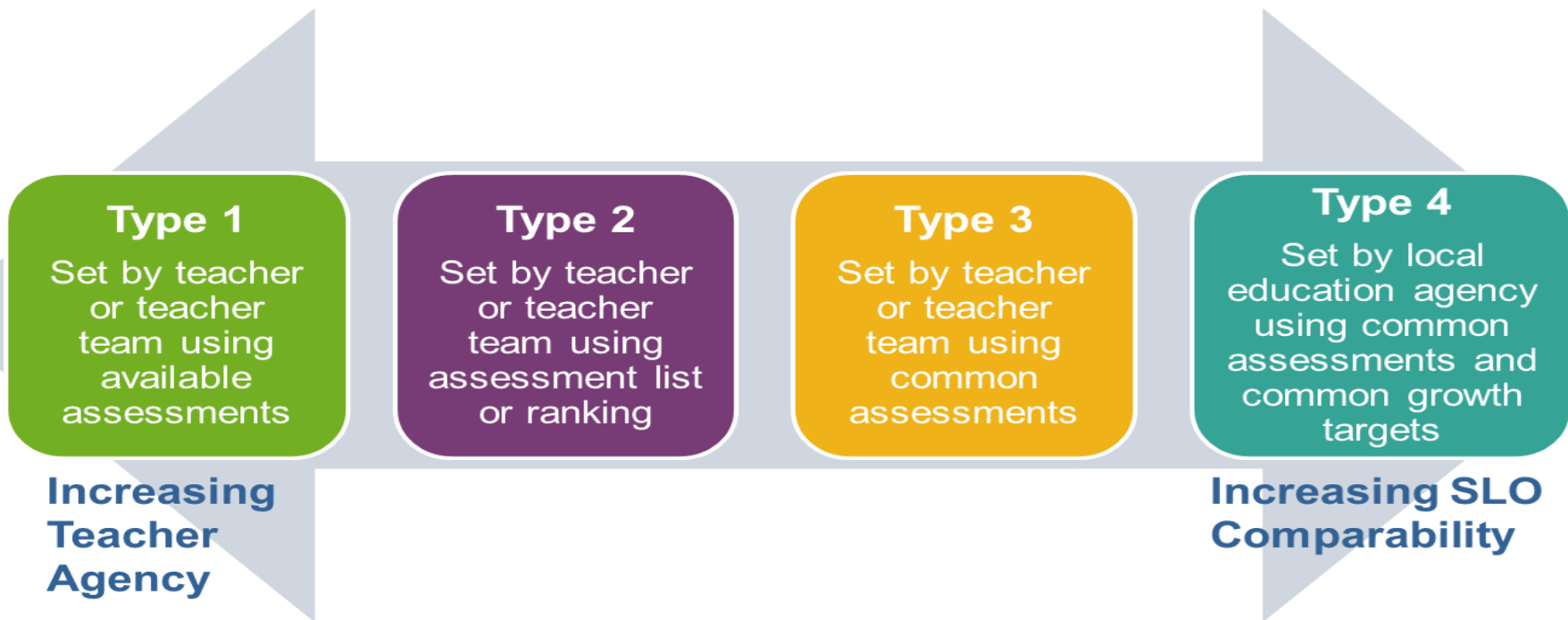
Criterion	Considerations (Check all that apply.)
Alignment and Stretch	<input type="checkbox"/> Items/tasks cover key subject/grade-level content standards. <input type="checkbox"/> Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life. <input type="checkbox"/> Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course <input type="checkbox"/> More complex and more important items/tasks have more weight (count more)
	Evidence/Feedback
Rigor and Complexity	<input type="checkbox"/> Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of DOK and correct reading level) <input type="checkbox"/> Many items/tasks require critical thinking and application <input type="checkbox"/> Multiple-choice questions are appropriately rigorous or complex (e.g. multistep) <input type="checkbox"/> Key content standards are assessed at greater depths of understanding and/or complexity
	Evidence/Feedback
Format Captures True Mastery	<input type="checkbox"/> Items/tasks are written clearly. <input type="checkbox"/> The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders <input type="checkbox"/> Some standards are assessed across multiple items/tasks <input type="checkbox"/> Item types and length of the assessment are appropriate for the subject/grade level <input type="checkbox"/> Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery
	Evidence/Feedback



MDE Recommendation: SLO Assessment Approaches

MDE will:

- Share the spectrum with local districts.
- Recommend a Type 3 approach to SLOs.



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Feedback & Contact



What student outcomes do we expect by the end of the course and why? (Box 5 & 6)

The following guidance parallels the support of the [Blank SLO Template \(Word\)](#) or [\(PDF\)](#) with some additional guidance on this page of the SI Timeline, pictured below is a sample of Box 2 from the 5th Grade Math [OAISD Sample SLO](#).

Box 5 Growth Target (Step 5 AIR): Until educators are proficient at writing, reviewing and/or approving growth targets as both rigorous and attainable, it is advisable to look at a variety of examples: In addition to the [OAISD Sample](#), you will find various states such as [Rhode Island](#) (teachers, admin and support SLOs), [Louisiana](#) (SLTs), [Ohio](#) (core and non-core) and [New York](#) (3 years of SLOs) have excellent sample SLOs.

According to the AIR SLO Basics publication: "the educator writes specific growth targets for students that align with state or national standards, district priorities, and course objectives. The target can be tiered for students in the classroom to allow all students to demonstrate growth or it can apply to all students in a class, grade, or subject. American Institute of Research also provides the caution found on the left.

SLO development generally includes the following five steps:

1. Identify core content and standards
2. Gather and analyze student data
3. Determine the focus of the SLO
4. Select or develop an assessment
5. Develop a growth target and rationale

Growth Targets:

SLO Growth Target OHTY
Excerpt from Mrs. Wilson's SLO



Score	Criteria	Description (not exhaustive)
4	<p>Student growth for SLO(s) has exceeded the goal(s).</p> <p>Educator engaged in a comprehensive, data-driven SLO process that resulted in exceptional student growth.</p>	<p>Evidence indicates the targeted population's growth exceeded the expectations described in the goal.</p> <p>Educator set rigorous superior goal(s); skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.</p>
3	<p>Student growth for SLO(s) has met goal(s).</p> <p>Educator engaged in a data-driven SLO process that resulted in student growth.</p>	<p>Evidence indicates the targeted population met the expectations described in the goal.</p> <p>Educator set attainable goal(s); used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.</p>
2	<p>Student growth for SLO(s) has partially</p>	<p>Evidence indicates the targeted population partially met</p>

EXAMPLES OF SLO GROWTH TARGETS

(Use your handout for notes)

Basic Growth Target

- All students have the same growth target.
- Example: All of my students will grow by 20 points by the end of the semester.

Student Data Snapshot

Student	Pretest (out of 100)	Posttest (out of 100)	Growth	Target Growth	Met Growth Target?
Student A	20	48	+28	+20	YES
Student B	24	49	+25	+20	YES
Student C	28	40	+12	+20	NO
Student D	45	55	+10	+15	NO
Student E	46	46	+0	+15	NO

What are the benefits of using a “basic” growth target?
What are the drawbacks?

EXAMPLES OF SLO GROWTH TARGETS

Simple Average Growth Calculation

- Growth targets are determined by a common formula, but each student has a different growth target based on his or her pre-assessment score.

Example: Based on pre-assessment score, students will score halfway between their baseline score and 100.

- If a student scored 50 on the pre-assessment, his or her growth target is 75. ($100 - 50 = 50 / 2 = 25 \dots 50 + 25 = 75$)
- If a student scored 40 on the pre-assessment, his or her growth target is 70. ($100 - 40 = 60 / 2 = 30 \dots 40 + 30 = 70$)

What are the benefits of using a “simple average” growth target?

What are the drawbacks?

EXAMPLES OF SLO GROWTH TARGETS

- Group students together based on their pre-assessment scores.

Preassessment Score	Growth Score
0–45 points	65
46–70 points	75
70+ points	85

Pre-Assessment Scores

34 – target 65 48- target 75
36 – target 65 56- target is 75
42 – target 65 78- target is 85

What are the benefits of using a “basic” growth target?

What are the drawbacks?

Examples of SLO Growth Targets

Advanced Tiered Growth Targets

- Students have a tiered target based on their pre-assessment.
- Divide students into three or more categories (low, mid, advanced).
- Students have to reach the greater of the two targets.

Preassessment Score	Growth Score
0–45 points	65 or +35 points, whichever is greater
46–70 points	75 or +15 points, whichever is greater
70+ points	85 or +14 points, whichever is greater

Pre-Assessment Scores

22 – target 65 (minimum score for Tier 1)

34 – target 78 (34 + 35)

46 – target 75 (minimum growth score for Tier 2)

61 – target 76 (61+15)

78 – target 93 (78 + 15)

84 – target 98 (84+14)

90 – target 100 (90+14 = 104, can't be met)

What are the benefits of using a “basic” growth target?

What are the drawbacks?

Holly Area Schools- Example of Scoring....

Holly Area Schools: Student Learning Objective (SLO) Scoring Template

The teacher rates and scores the individual SLO by using this template to determine attainment of students' growth targets and the final rating for individual SLOs.

1. The teacher adds the name for each student into the worksheet from a Trimester II Roster.
2. The teacher enters each student's baseline Pre-Assessment score from a Trimester II Assessment.
3. Each student's established growth target is calculated using the Simple Average Growth Calculation Model. For example: Based on pre-assessment score, students will score halfway between their baseline score and 100.
 - If a student scored 50 on the pre-assessment, his or her growth target is 75. ($100 - 50 = 50/2 = 25$ $50+25 = 75$)
 - If a student scored 40 on the pre-assessment, his or her growth target is 70. ($100 - 40 = 60/2 = 30$ $40+30 = 70$)
4. The teacher enters the post-assessment scores.
5. The worksheet will calculate if the student met or exceeded the post-assessment target.
6. The worksheet will determine the number of students on your roster and divide by the number of students who met or exceeded the post-assessment target.
7. The worksheet will automatically determine the final numerical rating based on the table range provided.
8. Any student who is absent for 1/3 of the assessment growth period is exempt from the SLO.

Name: <input style="width: 90%;" type="text"/>	Building: <input style="width: 90%;" type="text"/>
Grade Level: <input style="width: 60%;" type="text"/>	Subject Area/Course Title: <input style="width: 90%;" type="text"/>
Pre-Assessment Date: <input style="width: 60%;" type="text"/>	SLO Title: <input style="width: 90%;" type="text"/>
Post-Assessment Date: <input style="width: 60%;" type="text"/>	Assessment Name: <input style="width: 90%;" type="text"/>

Student Name:	Pre-Assess Score	Growth Target	Post-Assess Target	Post-Assess Score	Meet or Exceed
		50	50		0
		50	50		0
		50	50		0

Vicksburg Community Schools: Teacher Fidelity and Student Impact

Student Growth and Assessment Data Rubric – DRAFT

	Unsatisfactory	BASIC	Proficient	Disti
<p>What do we expect students to learn?</p> <p><i>Educators set rigorous & attainable goals based on student mastery of essential standards.</i></p>	<p>The teacher may not identify all priority standards within each unit as involving important information to which students should pay particular attention. The teacher may not provide a clearly stated learning goal(s) accompanied by scale(s) or rubric(s) that describes levels of performance relative to the (priority) learning goal(s). The educator set goals within the framework of an SLO that were not</p>	<p>The teacher identifies (the priority standards within each unit) as involving important information to which students should pay particular attention. The teacher provides a clearly stated learning goal(s) accompanied by scale(s) or rubric(s) that describes levels of performance relative to the (priority) learning goal(s). The educator set somewhat rigorous and attainable goals within the framework of an SLO.</p> <ul style="list-style-type: none"> • Signals to students which content is critical versus noncritical 	<p>The teacher identifies (and clearly articulates the priority standards within each unit) as involving important information to which students should pay particular attention. (Marzano 1.6) The teacher provides a clearly stated learning goal(s) accompanied by scale(s) or rubric(s) that describes levels of performance relative to the (priority) learning goal(s). (Marzano 1.1) The educator set rigorous and attainable goals within the framework of an SLO (AIR 2015)</p> <ul style="list-style-type: none"> • Signals to students which content is critical versus noncritical and monitors the extent to which students are attending to critical information. (Mz 	<p>The teacher identifies (and clearly articulates the priority standards within each unit) as involving important information to which students should pay particular attention. The teacher provides a clearly stated learning goal(s) accompanied by scale(s) or rubric(s) that describes levels of performance relative to the (priority) learning goal(s). The teacher facilitates progress on all priority standards through formative (or inter) assessment. The educator set rigorous and attainable goals within the framework of an SLO.</p> <ul style="list-style-type: none"> • Provides a clear learning goal(s) accompanied by

Vicksburg Community Schools: Teacher Fidelity and Student Impact

	Unsatisfactory	Basic	Proficient	Distinction
Dialogue though the PLC and SLO process across grade level or department	<p>Teacher rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning.</p> <p>NOTE: All rubric language comes from the 5D Observation (PCC1 - Professional Learning and</p>	<p>Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.</p>	<p>Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.</p>	<p>Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.</p>

	Unsatisfactory	Basic	Proficient	Distinction
Student Impact according to attainment of the SLO	<p>Provided that the SLO growth target was both rigorous and attainable: Student data indicates that 60% or fewer of the targeted students met the growth target.</p>	<p>Provided that the SLO growth target was both rigorous and attainable: Student data indicates that 61-79% of the targeted students met the growth target.</p>	<p>Provided that the SLO growth target was both rigorous and attainable: Student data indicates that 80-89% of the targeted students met the growth target.</p>	<p>Provided that the SLO growth target was both rigorous and attainable: Student data indicates that 90% or more of the targeted students met the growth target.</p>

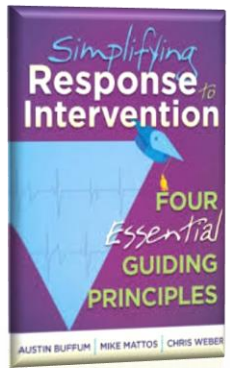
PLC Critical Questions:

1. What do we expect students to learn?
Essential Standards

2. How do we know when they have learned it?
Standard Based Assessments

3. How will we respond when students don't learn?
Analysis, Dialogue, Respond

4. How will we respond when students have learned?
Dialogue re: Growth Targets



Simplifying Response to Intervention



UPCOMING EVENTS:


- ◎ SLOs at the MELG: 2/17, 3/2 and 3/21
 - Highly recommended that you send a team inclusive of:
 - HR or Central Office employee who oversees evaluation
 - HS, MS and Elementary Principal
 - Key Teachers (EA or Teacher Leaders)
 - SLO in-district or in-ISD presentations are an option, contact
 - MASSP's Chelsey Martinez for date/pricing : chelseym@michiganprincipals.org
- ◎ MI School Testing Conference (MSTC): 2/16-18
 - Kensington Court Hotel, Ann Arbor www.gomiem.org
- ◎ MASA/MASSP Evaluation Conference:
 - Save the date: 4/29 at the Lansing Radisson


SLO Support Resources:

- AIR SLO Implementation Scorecard and White Papers:
www.educator talent.org
- Center for Assessment SLO Toolkit:
<http://www.nciea.org/slo-toolkit/>
- Center on Great Teachers and Leaders:
www.gtlcenter.org
- Crafting Business Rules for SLOs:
http://www.gtlcenter.org/sites/default/files/docs/GTL_AskTeam_FlexForFairness.pdf
- Colorado Department of Education Assessment Inventory:
<http://www.coloradopl.org/assessment/assessments>
- Reform Support Network SLO Toolkit:
<http://www.engageny.org/sites/default/files/resource/attachments/rsn-slo-toolkit.pdf>
- Ohio Department of Education, How to Design & Select Quality Assessments:
<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments>



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Process Management

- Creation of SLO Plan
- Standards addressed
- Assessments to be used
- Student groups
- Rationale

Data Management

- Students population
- Baseline and trend data
- Expected growth
- Approval workflow

Scoring

- Real-time flexible scoring
- Easy visualization
- Automated reporting to external systems



**PERFORMANCE
MANAGEMENT** Advantage
Evaluation & Professional Growth

at American Institutes for Research ■

Implementing Student Learning Objectives Core Elements for Sustainability



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