Measuring Student GROWTH

Using the SLO process

by

Doug Greer, *Ottawa Area ISD*
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2:30 till 3:45 pm
Grand II Room

Student Growth Defined

simply and clearly defined…
student growth is the measure of academic achievement of a single student or a group of students across two or more points of time.

(Batelle, 2011) (Castellano & Ho, 2014)
(Marzano & Toth, 2013)
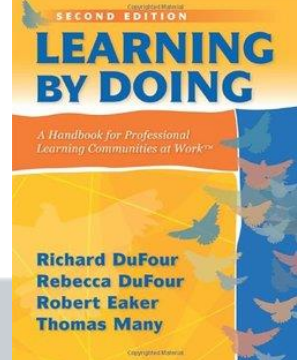
Agenda for SLO Overview (MSTC)

- **<u>What</u>** is meant by student growth from experts, other states and MI law?

- **<u>Why</u> should we care** about a Student Learning Objective and what is it**?**

- **<u>How</u>** do we write an SLO and what guidance is available?

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Best Practices/Tom W. Many, Ed.D.

LEARNING BY DOING

A Handbook for Professional Learning Communities at Work

Richard DuFour
Rebecca DuFour
Robert Eaker
Thomas Many

We know what works; in fact, there has never been a clearer consensus or greater agreement on what schools must do to positively impact student learning. The importance of a guaranteed and viable curriculum, common formative assessments and systematic pyramids of intervention is not up for debate. Neither is the idea that teachers should work together interdependently on collaborative teams.

If the goal is high levels of learning for all students, these are not optional activities—they are required
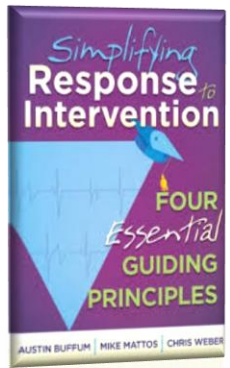
Do you agree?
PLC – fist to 5

4

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?

Simplifying Response to Intervention

Solution Tree

Michigan's Federal ESEA Flex. 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.
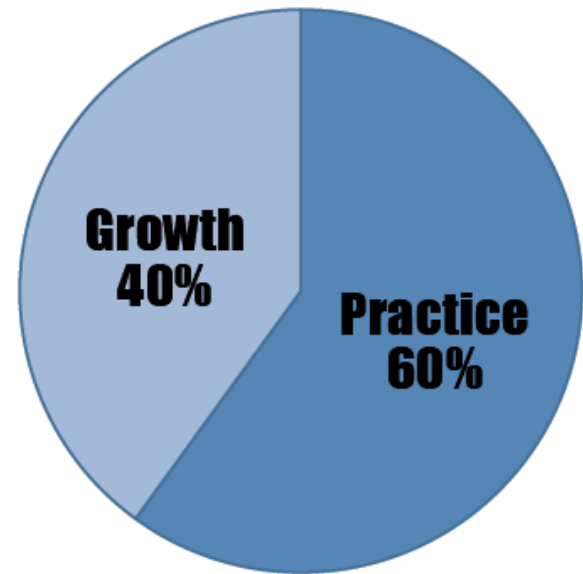
- Delay required use of state assessment data until available following two years of data under same assessment

- Focus on Student Learning Objectives (SLO)

- Introduction of Student Growth Percentile (SGP)

Administrators

2015-16 through 2017-18

Growth
25%

Practice
75%

2018-19 and beyond

Growth
40%

Practice
60%
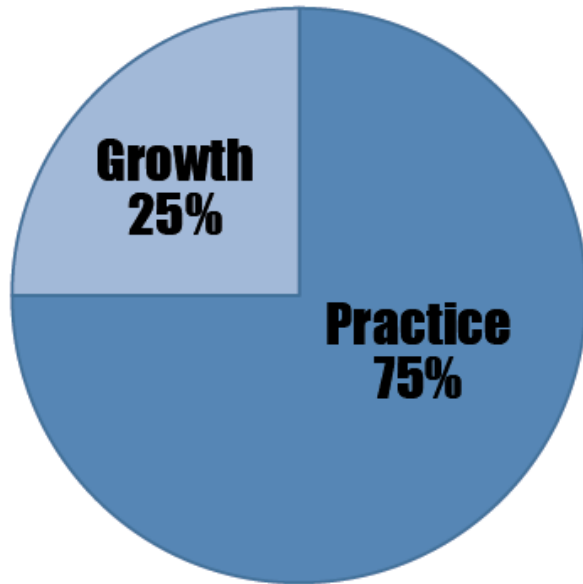
NOTE: Student growth for administrators must be measured using the aggregate of the student growth data used for the teachers in their building, or for the entire district in the case of central office administrators.

How does this look in your district?

VCS

Vicksburg Community Schools

Traditions In Excellence

The SLO Process in Vicksburg Community Schools
Charles Glaes, Superintendent

Our District, Vicksburg Community Schools, is utilizing Student Learning Objectives (SLOs) for the first time this year, 2015-16. Introducing the process raised blood pressure in some staff, but has gone surprisingly well, especially given the tumultuous events which led to the transition.

The SLO Process in Vicksburg Community Schools

By this time, we had another hurdle to address. The legislature finally reached agreement on teacher evaluation reform, setting the weight of student growth at 25%. As I had declared we would reduce the weight on the SLO score in this development year to just 5%, we had to come up with a plan for the additional 20% weight.

The steering committee determined how to score SLO student growth and to ask teachers to document the SLO process, including how they used the PLC process to achieve the student learning objective.

VCS
Vicksburg Community Schools

Traditions In Excellence

The SLO Process in Vicksburg Community Schools
Charles Glaes, Superintendent

While I am sure that some staff will be unhappy or overwhelmed at the thought of documenting yet another function, we believe it is intuitive and aligned to their ongoing work; clearly not another new thing! More importantly, the SLO process is well under way, as principals are regularly reviewing examples with staff of evidence to bring to Mid-Course check-ins to document progress, and discussing monitoring and adjusting. PLC discussions are more clearly focusing on expected learning, looking for evidence of learning, responding to student need and improving achievement. There seems to be clearer expectations and far less confusion, which is a huge gain already!

Many believe GROWTH is a "simple" concept ...

Like a child's height on the back of a door.

M-STEP, SAT, NWEA and other assessments are measuring multiple standards (often different standards) to various degrees of complexity and difficulty in order to determine learning progressions.

Is this simple or complex? Linear or dynamic growth?

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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 or raw 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

M-STEP ELA Number of Students in each SGP Range
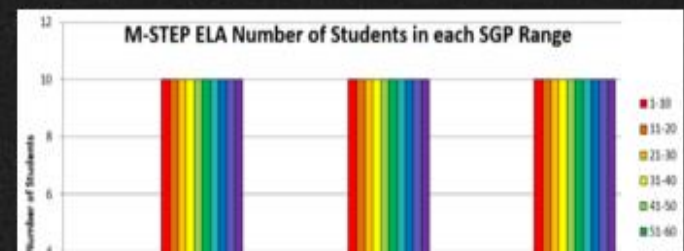
Student Growth Percentiles - CO

Illustration of a Heuristic Approach to Computing Student Growth Percentiles
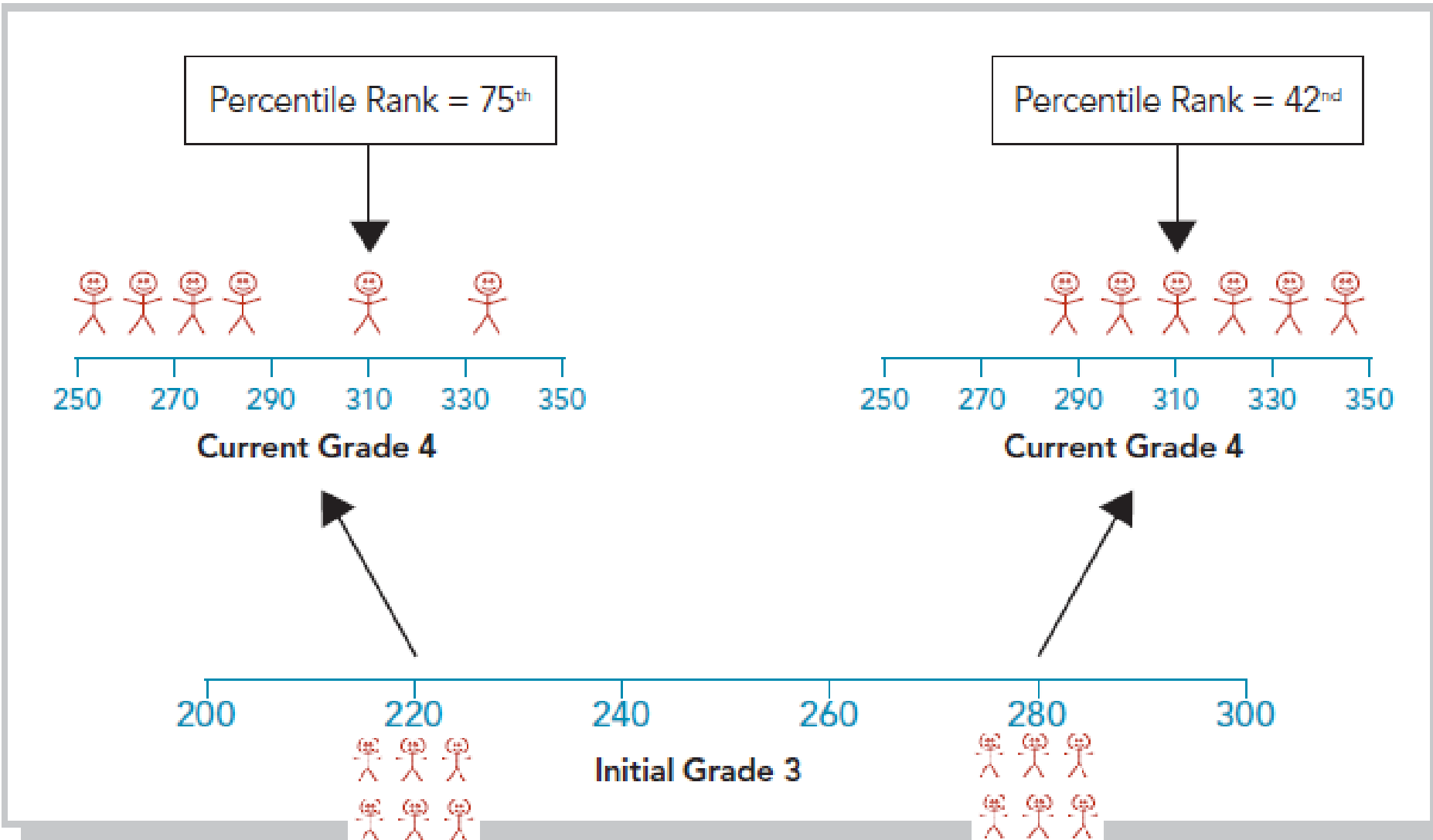
BAA Secure Site – Student Data File

	B	F	I	Q	V	AE	AI	AJ	AK	AL	AM	AN
1	ISDCod	Grade	MiddleI	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

READY   107 OF 819 RECORDS FOUND   AVERAGE: 53.74757282   COUNT: 104   SUM: 5536

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.

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.
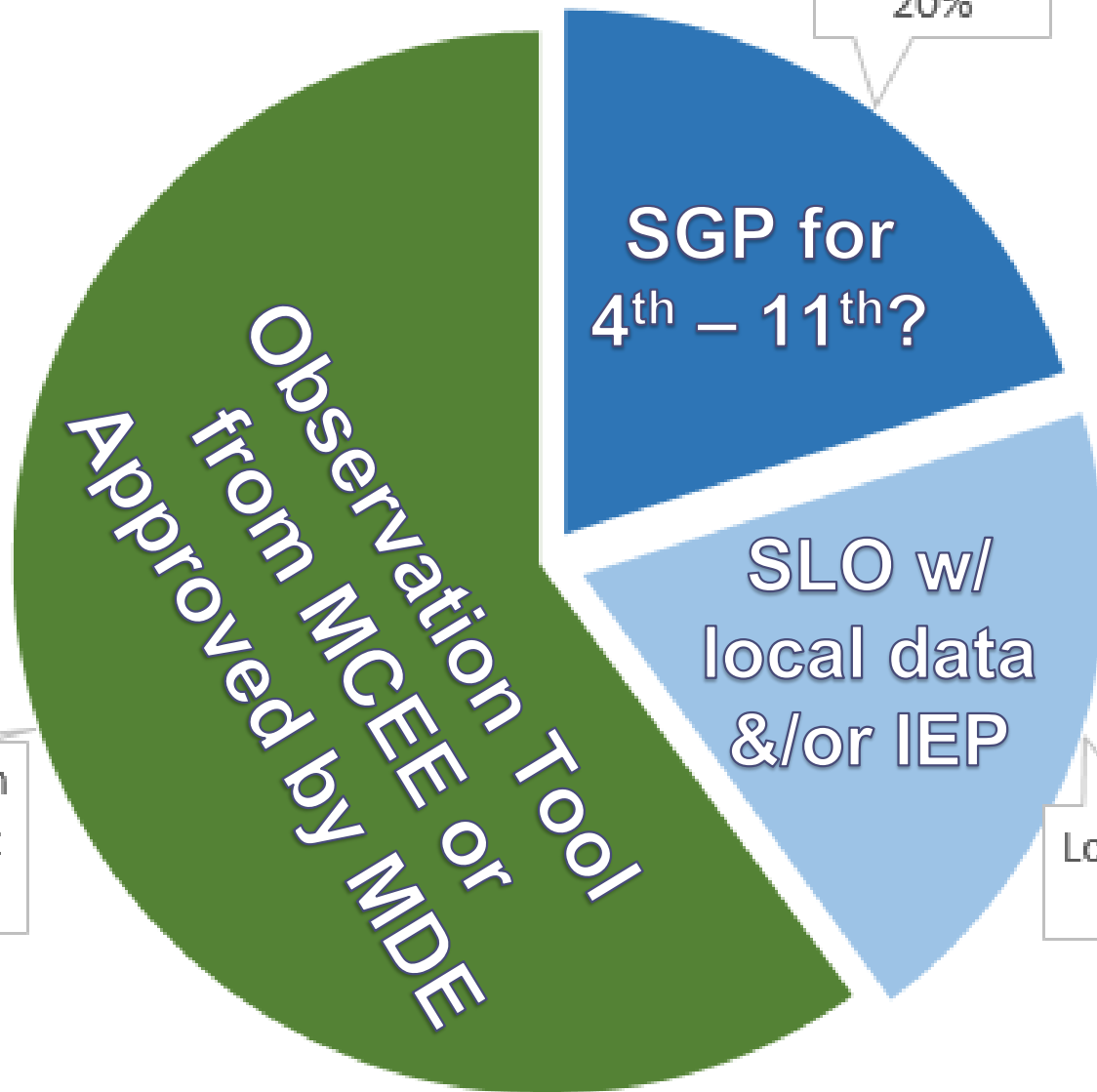
Guiding Principles for Ed Evals

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**.

PA-173 (based on SB 103)

2018/19 and beyond

- SGP for 4th – 11th?
- State Data 20%
- SLO w/ local data &/or IEP
- Local Data 20%
- Observation Tool from MCEE or Approved by MDE
- Observation Framework 60%

PA-173 (based on SB 103)

2015/16
2016/17
2017/18

SLO w/ local data &/or IEP

Local Data 25%

Observation Tool from MCEE or Approved by MDE

Observation Framework 75%
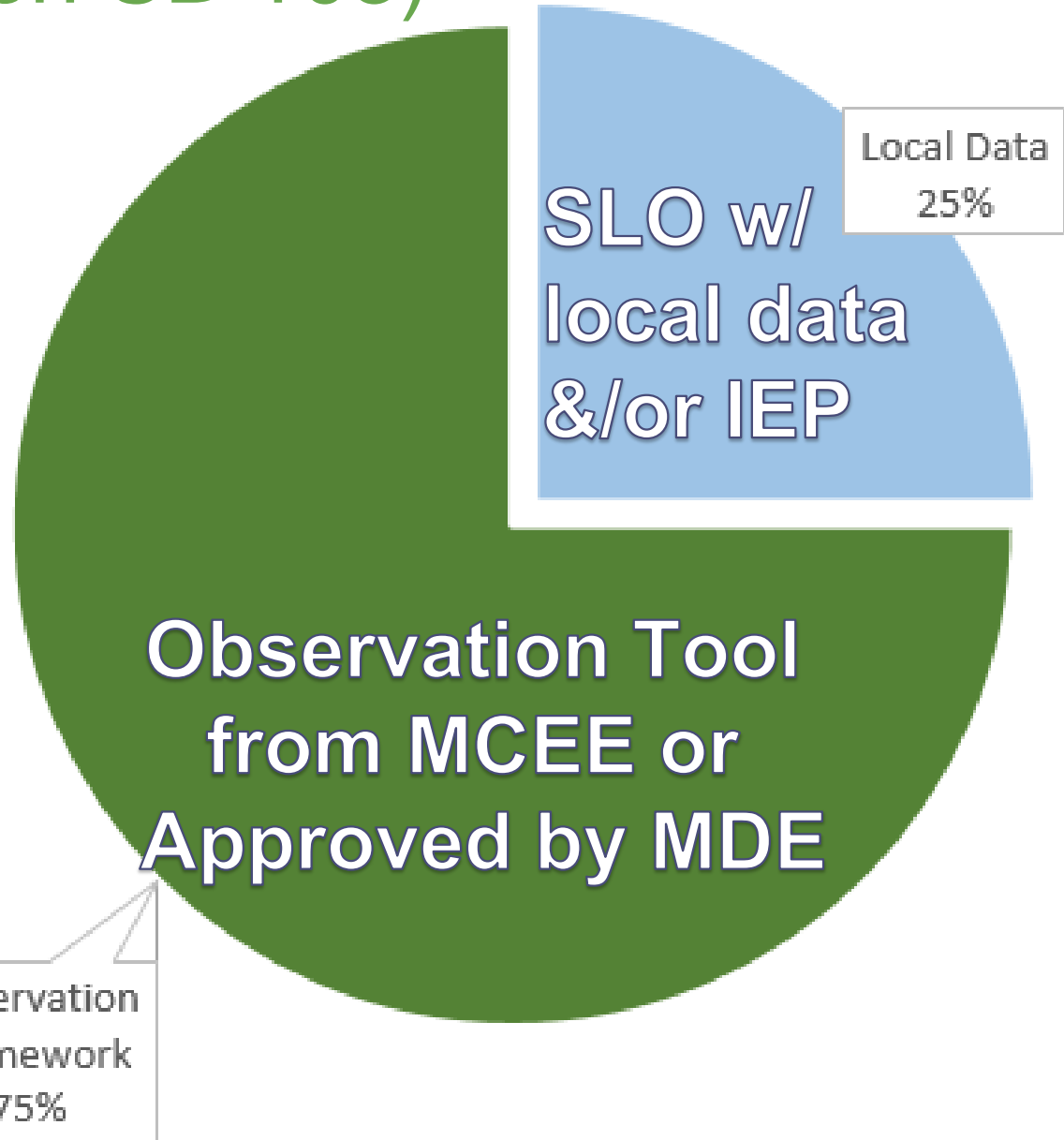
Public Act 173 (SB 103)
November 5, 2015

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

Michigan Department of Education

Doug

The guidance we will produce will encourage a three-prong approach, yes.
  1. Local data (from locally developed or identified assessments; possibly benchmark assessments; any data the district collects)

The guidance we will produce will encourage a three-prong approach, yes.
  1. Local data (from locally developed or identified assessments; possibly benchmark assessments; any data the district collects).
  2. Portfolio data or formative assessment information from the teacher
  3. State data used as a validation or a "tie breaker" after a complete data picture is developed from the first two data sources.

I would actually recommend that the SLO process include all three types of

What is an SLO?

- An 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 for subgroups of students.

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Student Learning Objectives or SLOs

Maryland introduces SLOs by noting that establishing goals is nothing new, SLOs simply formalize the PROCESS! SLO is a specific, rigorous, measurable, long-term goal that:

- Focuses on the most valuable learning and aligned to the curriculum standards (essential standards).

- Based on the most current data available.

- Targets are both attainable and ambitious

- Process is reflective, supports continuous improvement and promotes collaboration.

Picture below is a video link

Linda Burgee
MSDE RTTT Liaison - Local Schools

Building SLOs is a progression, *perfection will not* be obtained in a short amount of time.

Building Level School Improvement Goal (or SMART Objective) usually combines grade levels to write an objective that spans three to five years ... this one is *too BIG*.

Unit Goal (i.e. Instructional Learning Cycle (ILC)) usually focuses on a single classroom over the course of one unit of instruction which spans four to six weeks ... this one is *too small*.

Student Learning Objectives (SLOs) usually cover only the essential standards over the span of the course, regardless if the course is one full academic year or simply one semester or trimester ... this one is *just right!*

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

MICHIGAN Department of Education

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

Purpose of SLOs

- Supports teachers' instructional development.

- Measures student growth.

- Driven by individual teachers and teacher teams.

- Can be used by ALL teachers, not just those in tested grades and subject areas.

- Aligns with Michigan's school improvement process.

- Aligns with Competency-based learning practices.

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Culture Change

- SLOs may represent a shift in educator practice.

- Develop teacher confidence in the SLO process.

- Create a coherent vision of the value of the SLO process.

In other words, this will take time to implement across the state …

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How do the major components of the SLO compare with a PLC?

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
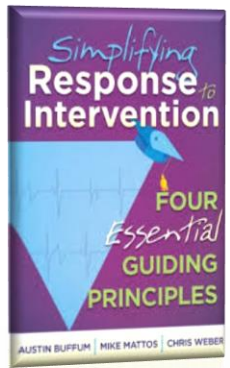6. **Rationalize** the specific growth targets.

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

Solution Tree

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

It was like a light bulb that came on like, "why are we leaving students out of this process?

Implementing SLOs in R...

It was like a light bulb that came on like, "why are we leaving students out of this process?

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Cycle for SLO Evaluation

I. SLO development process

II. SLO approval

III. Midcourse check-in

IV. Final review of SLO attainment and scoring

V. Discussion of summative rating and impact on practice

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

Student Learning Objectives as Measures of Educator Effectiveness
The Basics

■ AIR
AMERICAN INSTITUTES FOR RESEARCH ■

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://educatortalent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf

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

EXAMPLES OF SLO GROWTH TARGETS

- Group students together based on their pre–assessment scores.
- Divide students into three or more categories (low, mid, advanced)

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

Holly Area Schools– Scoring ex.

| | | 50 | 50 | | 0 |

| 0 | Total # of Students |
| 0 | Total # who Met or Exceeded |

Final SLO Percentages:	
#DIV/0!	% of Students exceeded or met growth target
#DIV/0!	% of Students not meeting growth target

% of students that exceeded/met growth	Descriptive Rating	Numerical Rating
90-100	Distinguished	4
75-89	Proficient	3
Less than 74 %	Basic	2

Numberical Rating of the SLO
#DIV/0!

Student Name:	Grade	Exempt from SLO (Reason)	Approval

The steering committee shifted its perspective. As state law requires we must measure student growth and assessment data, and federal law requires program evaluation, and MDE states we must measure student impact and teacher implementation, we determined to assess the fidelity of implementation of the SLO process in order to meet the additional 20%. Rubrics were developed for both the student growth/impact and process components. The implementation process was divided into four categories worth 5% each:

- Dialogue through the PLC and SLO process with peers and administration.
- What do we expect students to learn?
- How do we know students have learned the essential content?
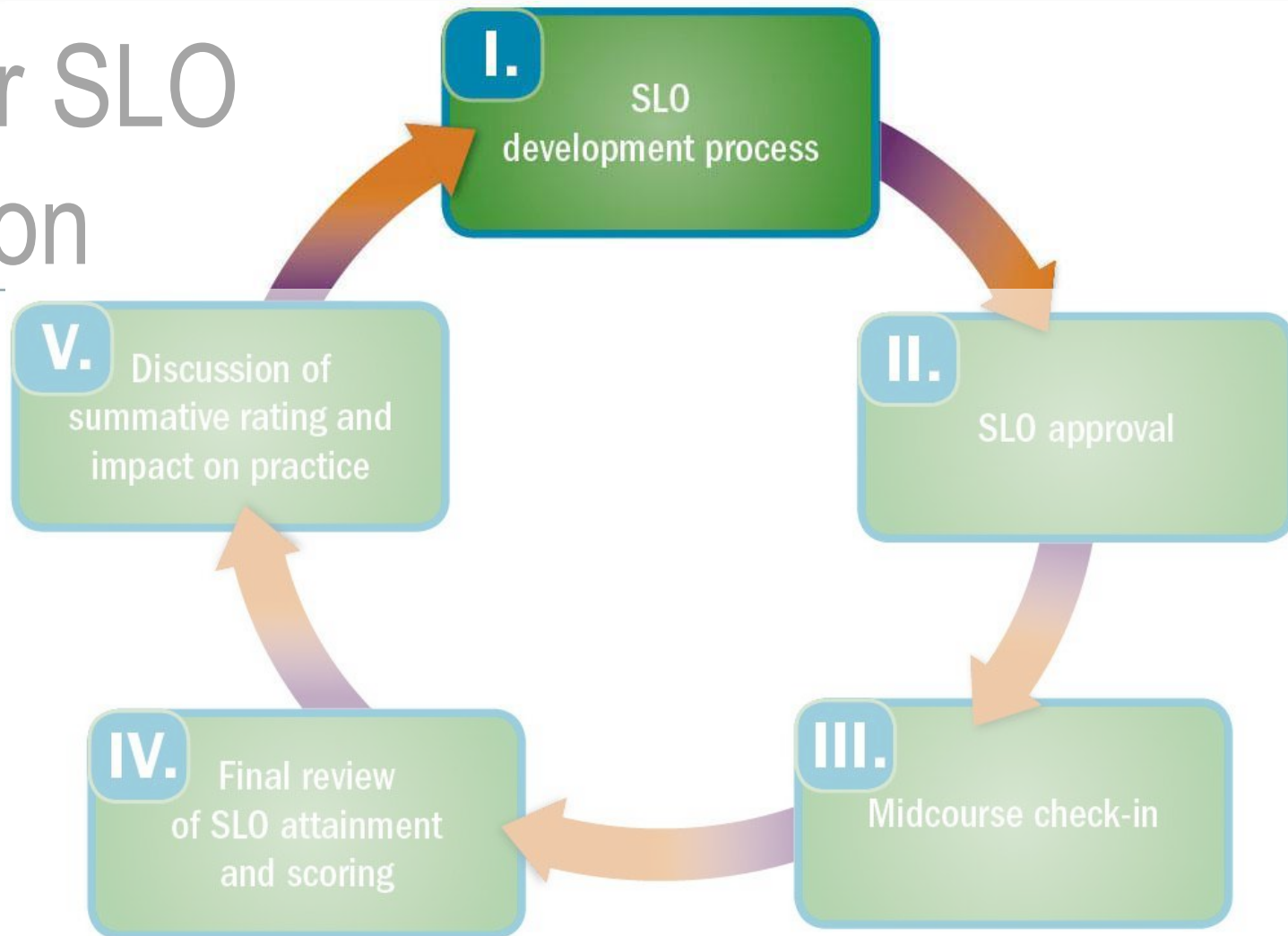- How do we respond when students learn or don't learn the essential content?

Rubric language was closely tied to the Danielson language in our evaluation model, and DuFour and Marzano statements tied to our PLC and standards development processes. Lists of evidence already available are being collected which could be used to document the process were also developed.

Vicksburg Community Schools:
Teacher Fidelity and Student Impact

Student Growth and Assessment Data Rubric – DRAFT

	Unsatisfactory	BASIC	Proficient	Disti
What do we expect students to learn? *Educators set rigorous &*				
Dialogue though the PLC and SLO process across grade level or department				

	Basic	Proficient	Disting
Student Impact according to attainment of the SLO	the SLO growth th rigorous and udent data indicates of the targeted the growth target.	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.	Provided that the target was both ri attainable: Studer that 90% or more students met the g

Cycle for SLO Evaluation

I. SLO development process

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IV. Final review of SLO attainment and scoring

V. Discussion of summative rating and impact on practice

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

Student Learning Objectives as Measures of Educator Effectiveness
The Basics

AIR
AMERICAN INSTITUTES FOR RESEARCH

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://educatortalent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf

MDE Recommendation: Who Will Write SLOs?

MDE will:

- Recommend that teachers, principals, and other certified staff members write or *have input into the writing of* SLOs in accordance with state law requiring the use of student growth measures in educator evaluations.

Michigan Department of Education Student Learning Objectives (SLO) Template

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: ☐ Class-Level ☐ Course-Level ☐ Targeted ☐ Tiered	

Indicator Met	INTERVAL OF INSTRUCTION	*What is the time period that instruction will occur?*
☐	Specifies start and stop dates which includes the majority of the course length.	**Comments:**

Indicator Met	STUDENT POPULATION	*Who is included in this objective? Why is this the target group selected?*
☐	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	*What are the key standards connected to the learning content?*

Michigan Department of Education Student Learning Objectives (SLO) Template

Type of SLO: ☐ Class-level   ☐ Course-level   ☐ Targeted   ☐ Tiered

Blank Template for SLO
(Student Learning Objective)

OTTAWA AREA INTERMEDIATE SCHOOL DISTRICT

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? *Support Video #1 OH*

MDE Checklist Criteria for Student Population:

✓ 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?

NOTE: By writing your responses below each box, the boxes will adjust, the text will flow better from page to page, and the approval committee can add comments within this MS Word document which is otherwise not possible in a text box.

I. SLO Development from AIR "SLO … Basics"
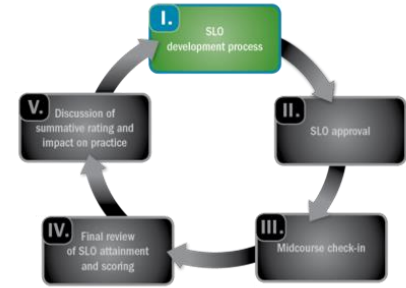
I. **SLO development process**

Though SLOs take on a variety of shapes and forms, the following five steps generally outline the first part of the SLO evaluation cycle, the SLO development process.

STEP 1: Identify Core Concepts and Standards

The development process begins with an educator or a team of educators identifying the main content and standards for their grade or subject. In this step, the educator articulates the major concepts or skills that students will gain during the course. The content and standards should represent the essential learning of the course, such as key skills or overarching content, and the specific national or state standard(s) that align with that content. Content should be broad enough to represent the most important learning in the course, but narrow enough to be measured through one or more summative assessments.

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

Source: Lachlan-Haché et al. (2012b).

GREAT LAKES
Comprehensive Center
at American Institutes for Research ■

First things, first … Samples?

OAISD Sample Algebra 1 (MS or HS) Student Learning Objectives (SLO)

OTTAWA AREA INTERMEDIATE SCHOOL DISTRICT

Name(s): __Mr. Will Power (8th or 9th grade)__   Content Area: __Math__   Grade/Course: __Alg. 1__

Instruction Interval: __9/30/2016 till 1/20/2017__   SLO Type: ☐ Class-level ✓ Course-level or Grade-level ☐ Targeted ✓ Tiered

Ohio | Department of Education

Grade 9-12 Introduction to Art

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: _____ Content Area and Course(s): Introduction to Art Grade Level(s): 9-12 Academic Year: 2012-2013

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

FIND samples on the SI Timeline

Just the write size SLO?

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

Based on the results of the pre-assessment, the learning content for this SLO focuses on the ODE Visual Art requirements for PERCEIVING/KNOWING (1PE, 2PE, 3PE, 4PE, 6PE), PRODUCING (1PR, 2PR, 3PR, 4PR, 6PR), and RESPONDING/REFLECTING (1RE, 2RE, 3RE). Some of the achievement content statements are at the beginning level, while others are at the intermediate and accelerated level. In order to show stretch, differentiated instruction will be offered for all major works of art . This SLO also focuses on our building goals for reading across the curriculum.

Comments: Rationale for Growth Target(s)

What is your rationale for setting the target(s) for student growth within the interval of instruction?

☐ Demonstrates teacher knowledge of students and content

☐ Explains why target is appropriate for the population

☐ Addresses observed student needs

☐ Uses data to identify student needs and determine appropriate growth targets

☐ Explains how targets align with broader school and district goals

☐ Sets rigorous expectations for students and teacher(s)

1st: Yes. Teacher states the course content focuses on the skills students need to be successful at the next level.

2nd: No. There is no explanation as to why the identified targets are appropriate for this group of students and/or this course.

3rd: No. Students' weaknesses are identified in other sections of the template. Consider including them again here and stating how the teacher is

Just the write size SLO?

There are 17 "essential" standards for the first semester of Algebra 1 that should be mastered as foundational. The scope and sequence of the standards derive from the CCSS Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards. Of the 32 standards in units 1 and 2, an Ottawa Area ISD regional team of high school math teachers ranked 17 as "essential" based on readiness, leverage, endurance, teacher intuition and the expectation of appearing on state/national summative assessments. The essential standards include:

Unit 1:

N.Q.2 (Define appropriate quantities for the purpose of descriptive modeling.)

N.Q.3 (Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.)

A.SSE.1 (Interpret expressions that represent a quantity in terms of its context.)

A.CED.1 (Create equations and inequalities in one variable and use them to solve problems.)

A.CED.2 (Create equations in two or more variables and graph them on coordinate axes with labels and scales.)

A.CED.3 (Represent constraints by systems of equations or inequalities, and interpret solutions.)

A.CED.4 (Rearrange formulas to highlight a quantity of interest.)

A.REI.1 (Explain each step in solving a simple equation.)

A.REI.3 (Solve linear equations and inequalities in one variable.)

Unit 2:

A.REI.6 (Solve systems of linear equations)

Blank Sample Template for Student Learning Objectives (SLO)

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 Video #1 OH* Samples: *OAISD and other states (LA, RI, OH, or NY)*

☐ Describes 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?   Links: *Support Video #2 OH*

☐ 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 Video #3 OH*   *Data Template OH*

☐ 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.

Assessment

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

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).

Practical School Improvement Timeline for Michigan

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.

Baseline data samples...

There exists a great deal of inconsistency with baseline data for these 90 students. Virtually all of the students have M-STEP data from the previous year. Some have Delta Math Algebra Readiness data from last spring. We have a few who we do not have data and we are in the process of discussing the creation of a screener or using Delta Math Algebra 1 Readiness Screener for new students or all students in the fall. Based on the potential of three data points (M-STEP, Delta Math and teacher rating from last year based on unit assessments), students fall into one of four categories:

Group Name	Advanced	Benchmark	Strategic/"At Risk"	Intensive
Criteria	**Must have 2 of 3:** • Advanced on prior year M-STEP • Advanced prior teacher rating • Met benchmark criteria on all six Delta Math Algebra 1 Readiness Standards	**Must have 2 of 3:** • Proficient or higher on prior M-STEP • Proficient or higher on prior teacher rating • Met benchmark criteria on at least 5 of the Delta Math Algebra 1 Readiness Standards	**Contextual based on two or three factors:** • Minimally Proficient or Proficient on prior M-STEP • Not Advanced on prior teacher rating • Met benchmark criteria on at least 4 of the Delta Math Algebra 1 Readiness Standards	**Contextual based on two or three factors:** • Minimally Proficient or Not Proficient on prior M-STEP • Strategic or Intensive on prior teacher rating • Met benchmark criteria on 3 or fewer of the Delta Math Algebra 1 Readiness Standards
Number of Students	7	24	47*	12

* Three students did not have data from the previous year, the decision was made to give them the Delta Math Readiness Screener this year, which placed all three students in the Strategic category.

The difference between Strategic and Intensive may be contextual based on the data. For instance, the student may have been minimally proficient and met benchmark on at least four Delta Math Algebra 1 Readiness, however, the

Baseline data samples...

Ohio | Department of Education

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Since trend and prior test scores are not available a two-part, district-created pre-assessment was created and administered. Part one of the assessment was comprised of 25 multiple choice questions, one written extended response and one extended performance response. The multiple choice scores ranged from 8 to 17. Results indicate that most students demonstrated a basic knowledge of the elements of art and art history, but lack in-depth understanding of both. The written extended response results showed difficulty interpreting art work, recognizing how the elements of art are utilized in a work of art and correct use of art terms and vocabulary: 25% scored 1, 30 % scored 2, 25% scored 3, 20% scored 4. Part two was the performance task where most students were able to complete the task successfully, but the level of achievement varied greatly in the areas of technical skill and direct observation: 20% scored 1, 35% scored 2, 30% scored 3, 15% scored 4.

Comments: Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

☐ All students in the class have a growth target in at least one SLO
☐ Uses baseline or pretest data to determine appropriate growth
☐ Sets developmentally appropriate targets
☐ Creates tiered targets when appropriate so that all students may demonstrate growth
☐ Sets ambitious yet attainable targets

1st:Yes. Each student seems to have the same growth target.

2nd: No. The teacher included data in the first section, but does not reference it here. Consider including the data again to demonstrate targets are appropriate.

3rd: No. If data were included, the evaluator(s) could better determine whether or not the established targets are appropriate.

4th:No. Tiered targets would likely ensure you have developmentally appropriate targets that ensure adequate growth for both your low and high-achieving students.

5th: No. Because the data is not referenced and because the "one target fits all approach" does not seem appropriate for the lowest and highest achieving. Therefore, we cannot state the targets provided are ambitious and yet attainable.
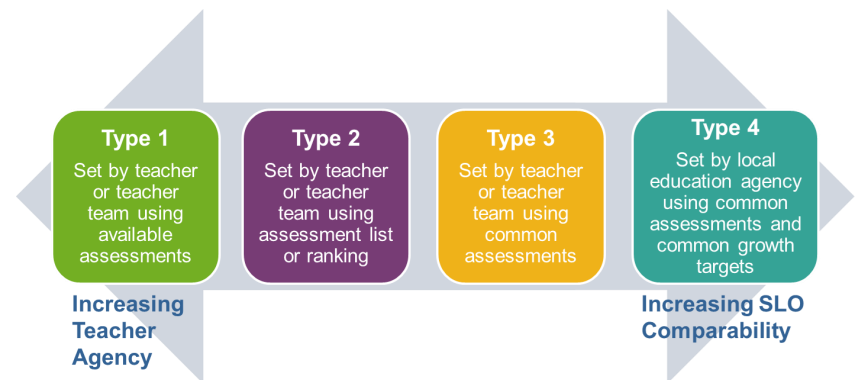
Box 4 Assessment (Step 4 AIR): The support video from Ohio includes a reference to an assessment checklist. The SLO Assessment Checklist from Indiana is one of the best one page overviews for SLO usage.

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.
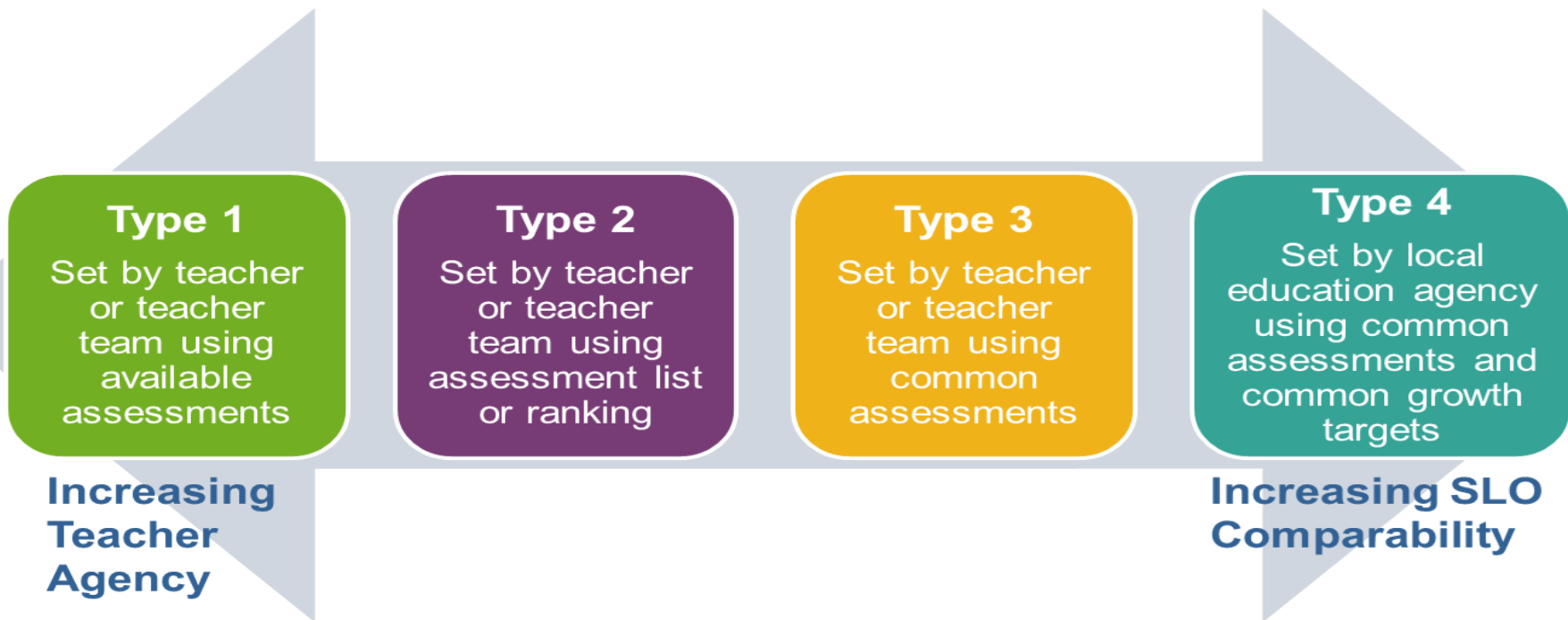
0:00 / 3:45   You Tube

Criterion	Considerations (Check all that apply.)
Alignment and Stretch	☐ Items/tasks cover key subject/grade-level content standards. ☐ 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. ☐ 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 ☐ More complex and more important items/tasks have more weight (count more) Evidence/Feedback
Rigor and Complexity	☐ Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of DOK and correct reading level) ☐ Many items/tasks require critical thinking and application ☐ Multiple-choice questions are appropriately rigorous or complex (e.g. multistep) ☐ Key content standards are assessed at greater depths of understanding and/or complexity Evidence/Feedback
Format Captures True Mastery	☐ Items/tasks are written clearly. ☐ The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders ☐ Some standards are assessed across multiple items/tasks ☐ Item types and length of the assessment are appropriate for the subject/grade level ☐ 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

Type 1	Type 2	Type 3	Type 4
Set by teacher or teacher team using available assessments	Set by teacher or teacher team using assessment list or ranking	Set by teacher or teacher team using common assessments	Set by local education agency using common assessments and common growth targets

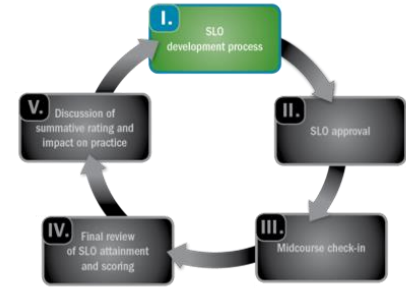**Increasing Teacher Agency**

Increasing SLO Comparability

MDE Recommendation: SLO Assessment Approaches

MDE will:

- Share the spectrum with local districts.

- Recommend a Type 3 approach to SLOs.

Type 1
Set by teacher or teacher team using available assessments

Type 2
Set by teacher or teacher team using assessment list or ranking

Type 3
Set by teacher or teacher team using common assessments

Type 4
Set by local education agency using common assessments and common growth targets

Increasing Teacher Agency

Increasing SLO Comparability

I. SLO Development from AIR "SLO … Basics"

STEP 4: Select or Develop an Assessment

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**

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...ame assessment measure(s) to ensure

...ay and under the same testing conditions.

...s and districts recommend team-developed

...developed by an individual teacher.

A CRITICAL NOTE:

SLOs are only as good as the baseline, trend, and assessment data upon which they are built. If these forms of data are invalid or unreliable, the growth target and SLO will be compromised.

Defend the assessment!

Assessment

How will you measure the outcomes of this SLO, which tool(s) will be reviewed to determine success criteria?

Support Video #4 OH;   SLO Assessment Checklist from IN

The Ottawa Area ISD has developed unit interim assessments to measure student proficiency by setting a specific success criteria for each essential standard. Each essential standard is measured using 3 to 5 questions that vary in Depth of Knowledge and provide sufficient evidence of success. All students will be given the OAISD Algebra 1 - Unit 1 interim assessment in October and the Unit 2 interim assessment in December. Students who do not demonstrate proficiency for any essential standard will be provided re-teaching opportunities and then assessed again before the end of the semester using any other assessment tool that aligns with the standard and has sufficient evidence. The OAISD has developed "spiral" tests and provides limited banks of items for this specific purpose.

✓ Describes assessment alignment to the course content and emphasizes constructed-response or performance tasks that require higher-order thinking skills OR Identifies national, state or regional assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.

✓ Indicates that there are clear answer key, scoring guides and/or rubrics for all assessment items, including formative assessments.

✓ Describes the use of formative assessments aligned to essential standards and how progress monitoring will occur.

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Ohio | **Department of Education**

The assessment used to measure student growth is a two-part, district-created, end-of-course exam that matches the rigor and content of the Introduction to Art class and the ODE Visual Arts Standards. Part one consists of 25 multiple choice questions that focus on the elements of art, art history and has one written extended response that shows the ability to analyze and interpret art work while knowledgably using art vocabulary. Part two is an extended performance task (drawing) that demonstrates technical skill and the key aspects of direct observation. An answer key will be used to score the multiple choice questions and a rubric will be used for scoring the extended response questions. Scores will be averaged together in order to get a final score

Per their IEP's, the sixteen students with disabilities will receive extended time for the assessments. Four students will have fewer test items and will work with a scribe if one is available to answer the extended written response question. If a scribe is not available, students will respond orally to the question.

Growth targets should be considered estimates and handled with a degree of caution during the early years of implementation. Educators may set targets that are too ambitious (and unachievable) or too low (and insufficiently challenging for teachers and students), resulting in misleading evaluation results. To support educators and their evaluators in building their skill in setting and judging growth targets, states and districts can provide explicit guidance and training. Training should include how to identify student trends through data analysis, how to set appropriate growth expectations based on data, and how to identify appropriate formative and summative assessments and their limitations.

2015

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 apply to all students in a class, grade, or subject. American Institute of Research also provides the caution found on the left.

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

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

Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.

Fixed
Mindset

Growth
Mindset

Avoid failure

Desire to Look smart

Avoids challenges

Stick to what they know

Feedback and criticism is personal

They don't change or improve

Desire continuous learning

Confront uncertainties.

Embracing challenges

Not afraid to fail

Put lots of effort to learn

Feedback is about current capabilities

In Praise of American Educators
And How They Can Become Even Better
Dr. Richard DuFour
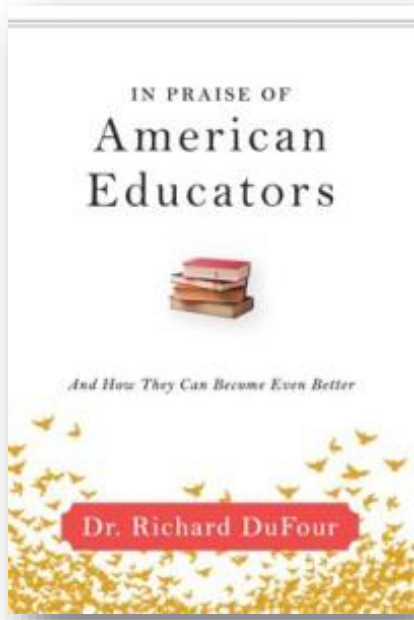
It is time for us, as a profession, to become wise

Richard DuFour 3:30