

## Student Learning Objective (SLO) Parameters & Process

General Process Questions
Approvals/submissions
<ul style="list-style-type: none"> <li>• School-based administrators (Principals &amp; Assistant Principals) will be SLO approvers</li> <li>• Teachers will complete <u>one</u> SLO during a school year</li> <li>• Teachers will choose <u>one</u> course of students to participate in the SLO</li> <li>• SLOs will be entered, stored, and approved via Schoolnet – the electronic platform</li> <li>• A minimum of one goal-setting conference must be held by October 1<sup>st</sup> to discuss and approve the SLO. In order to meet the October 1<sup>st</sup> deadline, the recommended timeline for submission is:               <ul style="list-style-type: none"> <li>○ Submit first SLO draft by September 10<sup>th</sup></li> <li>○ Feedback from evaluator by September 17<sup>th</sup></li> <li>○ Revise and resubmit by September 24<sup>th</sup></li> <li>○ Final approval October 1<sup>st</sup></li> </ul> </li> </ul>
Quality Control
<ul style="list-style-type: none"> <li>• By October 1<sup>st</sup>, SLOs must be at a level 1 or higher on the DISD SLO rubric for SLO Setting</li> <li>• Campus Instructional Coaches and the evaluator will be the front-line support team for teachers crafting SLOs</li> <li>• The central office will sample a random number of SLOs completed each cycle of SLOs for quality control purposes</li> <li>• Quality control will be completed by the Academic Facilitators and Executive Directors with the SLO Coordinator reviewing across divisions</li> <li>• The line of support for SLO issues will follow from the teacher to the Principal or Campus Instructional Coaches and then to Academic Facilitators and then the SLO Coordinator</li> <li>• A web page will be developed to house supporting documents at <a href="http://inet.dallasisd.org/tei">inet.dallasisd.org/tei</a></li> </ul>
Logistical Processes
<ul style="list-style-type: none"> <li>• A student score sheet (spreadsheet format) will be used to document baseline, growth targets, and outcome measures</li> <li>• Mid-point conferences are not required but are encouraged as good practice that could be combined with the observational visits and feedback to teachers</li> <li>• Close-out conferences are required</li> <li>• Mid-term adjustments to SLOs will not be allowed. However, if there are extreme extenuating circumstances such as teachers with an extraordinarily high transiency rate or some highly disruptive event at a school would be handled on a case-by-case basis</li> <li>• SLO submissions will be locked after approval in Schoolnet</li> <li>• Students will be identified on the student score sheet by name</li> <li>• Teachers who do not complete an SLO will receive a zero for this portion of the TEI system</li> </ul>
SLO Results Analysis
<ul style="list-style-type: none"> <li>• Teachers will be allowed to administer their own pre and post assessments; shared or common assessments are highly recommended when feasible.</li> <li>• All students that are on a teacher's roster at the time of SLO approval and are with the teacher at the time of SLO closeout should be counted in SLO scoring. In cases in which students are excessively absent, the teacher may mark such students in the template as such if the student was not present at least 85% of the time between SLO approval and scoring.</li> <li>• Teachers will have the responsibility to identify students who should be excluded by recording the number of student absences.</li> <li>• Reflection on SLO outcomes is required and recommended to be part of the end-of-year conference with the evaluator</li> </ul>

Elements of an SLO
<b>Student Population</b>
<ul style="list-style-type: none"> <li>Teachers will write SLOs to address no fewer than 20% of their students but may include all (100%) of their students</li> <li>Teachers who only teach semester courses will only have one SLO for the first semester but will write SLOs for no fewer than 40% of their students</li> <li>Teachers will not be required to identify special populations in their SLO but this would be good practice to help explain growth targets</li> <li>Students who arrive after the pre-assessment/baseline assessment have been administered will not be included in SLOs</li> </ul>
<b>Standards</b>
<ul style="list-style-type: none"> <li>Teachers will be expected to use TEKS standards in their SLOs. In the absence of TEKS, National Standards may be used including but not limited to AP, IB, and ROTC standards</li> <li>Teachers are expected to address some standards applicable to the content of their SLOs, but not all standards that apply</li> <li>Central office content specialists will not specify which standards should be addressed in the SLOs but they may offer recommendations based on findings from district and/or school performance data or specified school/district goals</li> <li>Standards will be identified at the student expectation level in SLOs, verbatim. No paraphrasing will be permitted</li> <li>Standards selected should be based both on the needs of the students and the school action plan</li> </ul>
<b>Assessment(s)</b>
<ul style="list-style-type: none"> <li>Baseline measures can be created in the form of pre-assessments or baseline measures collected during the current year, or may be based on data available from previous year's scoring. The latter option should be considered only when assessments are vertically aligned.</li> <li>Assessments will not have a formal central pre-approval process. However, teachers will be expected to bring their assessments with them to the fall conference when they discuss professional development goals and their SLOs. Evaluators should review the assessments to determine if they are appropriate. Assessments should be uploaded as an artifact in Schoolnet</li> <li>Assessments will be developed at the teacher and school level. Teachers will be encouraged to develop these assessments in grade- and content-level teams. This work could be accomplished in PLCs. In some cases, teachers may use 3<sup>rd</sup> party vendor assessments that are already being used in the schools but these assessments must not be included in any of the achievement templates (e.g., STAAR, ITBS, and AP assessments may not be used).</li> </ul>
<b>Baseline</b>
<ul style="list-style-type: none"> <li>One baseline measure is fine but we will suggest that they include more than one data source by specifying "source(s)" in the SLO development guide</li> </ul>
<b>Growth Targets</b>
<ul style="list-style-type: none"> <li>Given the localized development of assessments, the district will not specify what a year's growth will look like</li> <li>The following approaches are acceptable methods for determining growth targets: <ul style="list-style-type: none"> <li><i>Common growth</i> (all students are expected to grow the same number of points regardless of baseline; e.g., all students will grow by 20 points on a 100-point assessment by the end of the SLO interval)</li> </ul> </li> </ul>

### Growth Targets (continued)

- *Banded or tiered* (Students will be divided into groups – usually 3 groups – low, medium, and high – based on baseline measures. Targets are then applied to the band or tier as a whole and could include a range of possible outcomes; e.g., students scoring less than 30 on the assessment will score between 50 and 55 as a target; those scoring 31-50 will score between 55 and 65; those scoring more than 50 will score 65 or above)
- *Rubric increase or status growth* – on measures where students are either identified at a particular level of proficiency on a rubric (i.e., a 3 on a 4-point rubric) or at labeled level (i.e., developing in the outcome labeling) will be expected to move up one level. So that 3 would be expected to move to a 4.
- *Individualized growth targets* will allow teachers to differentiate targets based on teachers' knowledge of the students or similar students. For example, a teacher might reflect on a student's background and determine that this is the year they will make great strides, thus setting a higher goal for that student.
- The rubric for SLO Accomplishment sets benchmarks for percentages of students expected to meet targets: Those who have 90-100% of students meet the targets would earn a 3 on the rubric; Those who have 70-89% meeting targets would earn a 2 and those who have 40-69 meeting targets would earn a 1 and less than that would be a zero (0).
- There will not be a minimum amount of growth expected for an individual student set by central office

### Timeline

- The SLO interval will be the length of the course minus any time required for crafting, processing and closeout

### Specific Action Steps

- Teachers are expected to indicate how they will use formative assessments in their SLOs
- Teachers will not be required to address differentiation in their SLOs, but this is good practice

### Alignment

- Teachers are expected to address department, grade level, school or district goals within the alignment statement but they do not have to address them separately
- There are no specific district initiatives with which SLOs should be aligned
- A one or two sentence description should be included in the "Alignment Statement" section of the form in Schoolnet

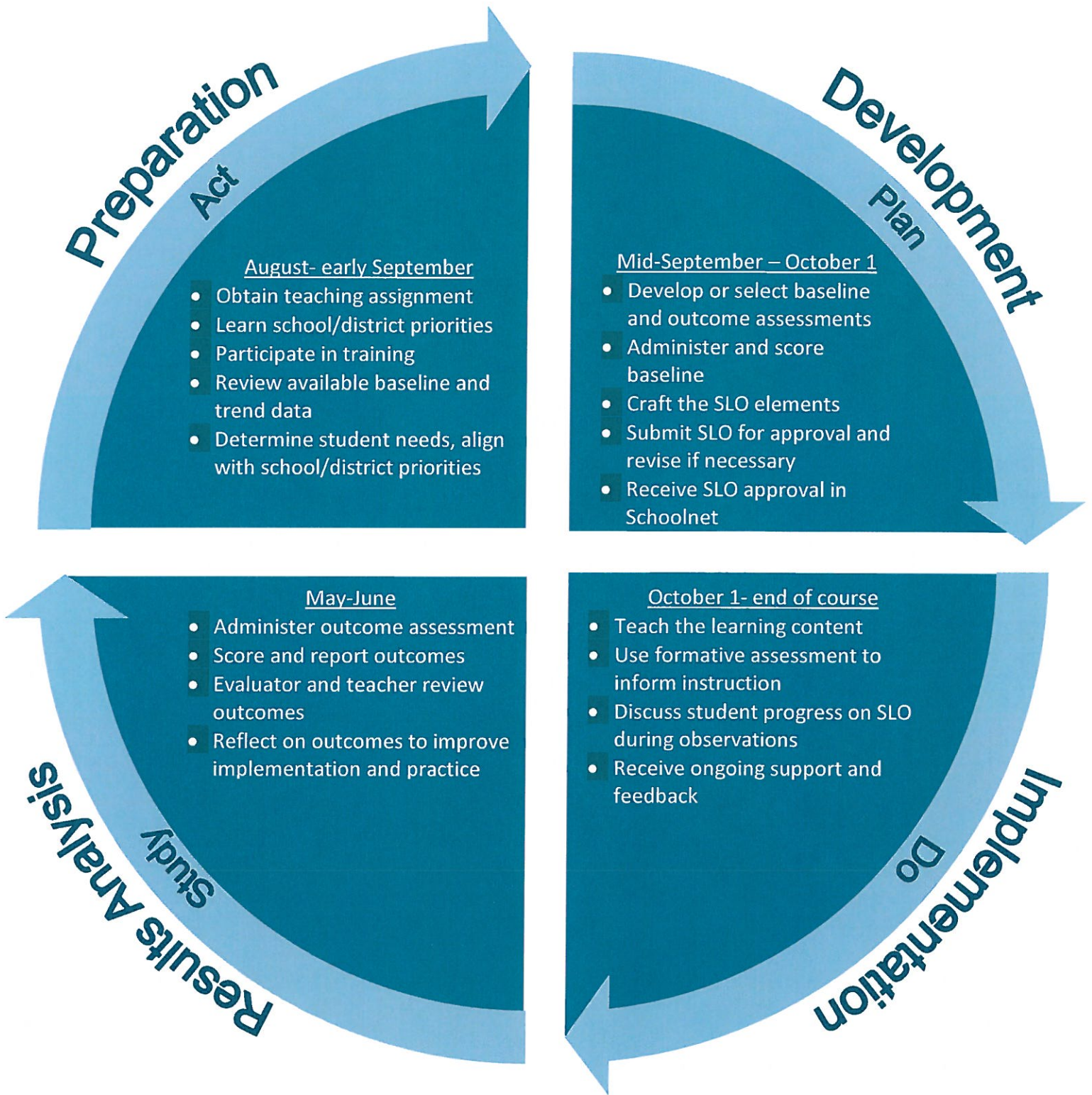
## Student Learning Objective (SLO) Rubric

Revised June 26, 2014

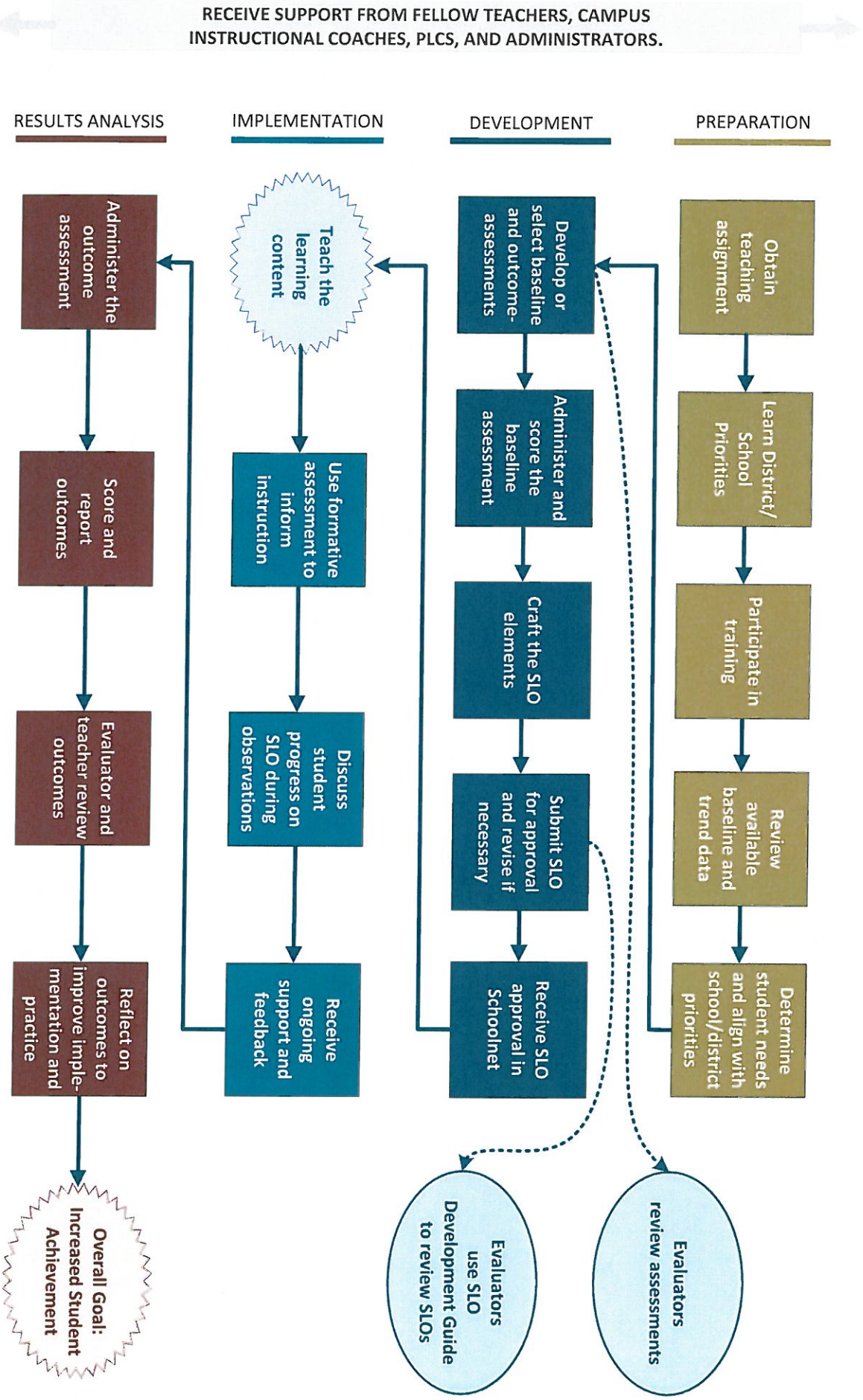


*Notes: A teacher can receive up to 5 total points for the Student Learning Objective, which is a part of the student achievement component of the annual evaluation. Up to 2 points can be received for the establishment of a high quality objective ("Objective Setting"). Up to 3 additional points can be received for successful accomplishment of the objective ("Objective Accomplishment"). **Note that points can only be achieved for Objective Accomplishment if the objective is deemed to be of sufficient quality under Objective Setting.** An objective can only be "approved" by an appraiser if it meets the Progressing threshold on the "Objective Setting" portion of the rubric.*

	<b>Unsatisfactory (0 pts.)</b> <i>A teacher rated here cannot receive any points for Objective Accomplishment</i>	<b>Progressing (1 pt.)</b> <i>A teacher rated here can receive up to 2 pts for Objective Accomplishment</i>	<b>Proficient (2 pts.)</b> <i>A teacher rated here can receive up to 3 pts for Objective Accomplishment</i>
<b>Objective Setting</b>	<input type="checkbox"/> SLO is not approved by the appraiser, AND/OR <input type="checkbox"/> SLO does not use appropriate content standards or establishes low growth target AND/OR <input type="checkbox"/> No objective is written	<input type="checkbox"/> Student group is appropriately identified <input type="checkbox"/> Selected content standards are broad and capture deep ideas, AND <input type="checkbox"/> Assessment items are aligned with the learning content; cognitive demand may be at a low level, AND <input type="checkbox"/> Established growth targets are rigorous, attainable projecting 40-69 percent or more students meet the target.	<input type="checkbox"/> Student group is appropriately identified <input type="checkbox"/> Selected "Content Standards" are broad and capture deep ideas, AND <input type="checkbox"/> Assessment items are aligned with the learning content and with an appropriate level of cognitive demand, AND <input type="checkbox"/> Established growth targets are rigorous, attainable projecting 70 percent or more students meet the target, AND <input type="checkbox"/> Alignment statement demonstrates that the SLO is tied to the success of the team, department, school, or district.
	<b>Unsatisfactory (0 pts.)</b>	<b>Progressing (1 pts.)</b> <i>Must receive at least 1 point on Objective Setting to be rated in this category</i>	<b>Proficient (2 pts.)</b> <i>Must receive at least 1 point on Objective Setting to be rated in this category</i>
<b>Objective Accomplishment</b>	<input type="checkbox"/> Teacher accomplishes part of the objective with 39 percent or less of students meeting their growth targets	<input type="checkbox"/> Teacher accomplishes the objective with 40 to 69 percent or more of students meeting their growth targets	<input type="checkbox"/> Teacher accomplishes the objective with 70 to 89 percent or more of students meeting their growth targets
		<b>Exemplary (3 pts.)</b> <i>Must receive 2 points on Objective Setting to be rated in this category</i>	<input type="checkbox"/> Teacher accomplishes the objective with 90 percent or more of students meeting their growth targets <input type="checkbox"/> Accomplishment has positively impacted the success of the team, department, or school



**STUDENT LEARNING OBJECTIVES  
Teacher Flow Chart**



## SLO Development Guide

**Focus Statement:** *What will be the focus of your teaching? What is the overall goal for student learning and growth? Use SMART goal language.*

**Alignment Statement:** *How is this SLO aligned to the success of the department, grade level, school, and/or district goals?*

Student Population <i>Who will be included in this SLO?</i>	Standards <i>What standards will be the focus of this SLO?</i>	Assessment(s) <i>How will you measure student learning of the content?</i>	Baseline <i>How well did students know this learning content at the beginning of the interval?</i>	Growth Targets <i>How much do you expect students to grow?</i>	Timeline <i>When will this SLO be completed?</i>	Specific Action Steps <i>What strategies will you use to ensure students learn the content?</i>
<p>What student groups are included in your SLO? Why did you select this student group?</p>	<p>What are the specific standards and student expectations that will be addressed in this SLO? Why are these the important standards to address in this SLO?</p>	<p>How have you verified that the assessments are aligned with the learning content, with an appropriate level of cognitive demand? Why is this the best way to measure whether students have learned this content?</p>	<p>How did students perform on the baseline measure? Does the baseline indicate a need for a focus on this learning content?</p>	<p>How were baseline scores and other information about the student used in decision-making about student growth targets? What percent of students is expected to meet the targets identified? Why is the growth indicated appropriate for these students?</p>	<p>When will work on the SLO start and when will it end?</p>	<p>What specific action steps will be taken and which key instructional strategies will be used during this interval? How will formative assessments be used during the interval to guide instruction and ensure that students are on track to meet their targets?</p>
<b>Criteria for Determining Quality:</b>						
<input type="checkbox"/> Justifies selection of the specific student group <input type="checkbox"/> Includes students' identifying information, baseline and growth targets on the score sheet and uploads score sheet in SchoolNet	<input type="checkbox"/> Selects broad and deep ideas from the standards <input type="checkbox"/> Specifies learning standards at the most specific level	<input type="checkbox"/> Aligns assessment items with learning content selected <input type="checkbox"/> Includes demanding item types together with performance measures as appropriate <input type="checkbox"/> Uploads pre- and post-assessments in the SchoolNet platform	<input type="checkbox"/> Describes students' performance at baseline <input type="checkbox"/> Demonstrates students' need for a focus on this learning content	<input type="checkbox"/> Clarifies how baseline and other data led to the targets set <input type="checkbox"/> Expects at least 70% of students to meet targets specified <input type="checkbox"/> Specifies growth targets that are rigorous but attainable <input type="checkbox"/> Differentiates targets appropriately	<input type="checkbox"/> Indicates an interval that is of appropriate length for the learning content specified	<input type="checkbox"/> Specifies clear action steps and instructional strategies that align with district or school initiatives <input type="checkbox"/> Has a clear plan for the use of data as a guide for instruction arises

## Results Analysis Strategies for Teachers

The final step in the SLO process is results analysis. During this phase, teachers, principals, and districts will review SLO outcomes to determine the number of students who met the targets, translate outcomes into evaluation system for teachers, and reflect on the overall process with an eye toward improving outcomes in the future. For teachers, the reflection is a 4-step process.

*(Note: To automate this process, the spreadsheet has been designed to calculate Steps 1-3 automatically. The steps are provided here to explain how these calculations are completed).*

**Step 1:** Compute the difference between the actual post-assessment test score reached by each student and the growth target set for that student. Record this value on the student score sheet.

**Step 2:** Any value greater or equal to zero from Step 1 indicates that the student has reached the target. Add another column indicating “yes” if the student reached the target, and “no” if the student did not reach the target.

**Step 3:** Compute the percent of students meeting the targets. Count the number of students meeting the targets (from Step 2) and divide by the total number of students completing the SLO, then multiply by 100.

**Step 4:** Review the outcomes and reflect on their meaning. This is an opportunity to step back from the process and review SLO implementation and outcomes from an objective perspective.

Teachers can gain insight on their own professional practice. SLOs can provide documentation for instructional strategies that were highly effective or those that might need further review. Professional development needs might become clearer.

Teachers will highlight the progress of individual students in the particular content selected. This could help determine the appropriateness of targets and whether the strategies used worked for all or just some of the students. Conclusions drawn can lead to a revision of future SLOs to further promote student growth.

The following guiding questions will help to frame the reflective process for teachers:

- As you review students who met their targets, what do you think led to their success?
- As you review students who did not meet their targets, what do you think contributed to this outcome?
- Are there disparities in how different student groups performed? What might have led to this outcome?
- What role did professional development you have completed play in your ability to assist students? Did the SLO process highlight any support or professional development you would like to receive in the future?
- Did your formative assessment results help you predict students' progress toward targets and guide any practice adjustments? How might you use these results in your next SLO to improve outcomes?
- Based on the outcome of this SLO, are there any needed adjustments that you would make to the SLO elements (e.g., Content Standards, Growth Targets, etc.) in the future?

Also consider including observations or suggestions you have for improving the SLO process. As with any other district initiative, improvements are the result of feedback from the field. Teachers, principals, and district staff should learn from implementation and make adjustments to improve the outcome for all, especially our students.