

# **Student Learning Objectives/Student Outcome Objectives**

October 2021

# Session Objectives

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**By the end of this session, participants will be able to:**

- **Understand** the relationship between school-wide and teacher SLOs
- **Assist** in guiding teacher teams/individuals through the process of setting SLOs
- **Evaluate** the three main criteria of SLOs and how they connect to the SMART goal process
- **Understand the Score** obtained

# Multiple Measures

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**Student Learning**

**Professional  
Responsibilities**

**Professional Practice**

# Measuring Student Learning: Accurate and Fair

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- **State assessments** provide one measure of student learning (RICAS). RICAS is not used in setting SLOs, but will be the basis for the RI Growth Model.
- The evaluation system relies on **multiple measures** of student learning.
- **Both commercial and locally-developed** assessments provide valuable information about student learning (ex. curricula assessments, school-based common assessments, intervention program assessments, etc).
- Teachers and administrators are well-equipped to identify **what students need and how to measure their learning**.

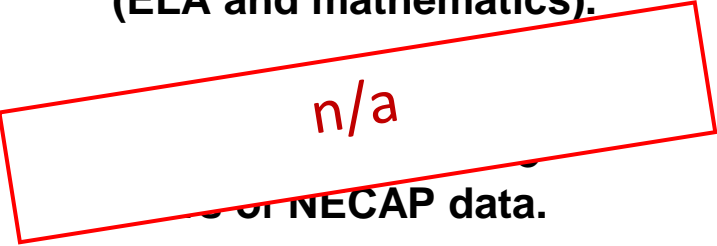
# Measuring Student Learning

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## Student Learning Objectives

- Long-term, measureable academic goals
- Apply to all educators (or SOO depending upon assignment)
- Aligned to standards and district and school priorities
- May be measured with diverse sources of evidence (purchased assessments, district or regionally produced assessments, common assessments designed by schools or teacher teams, etc.)

## RI Growth Model

- Applies to teachers in tested grades (3-7) and subject areas (ELA and mathematics).  
  
of NECAP data.
- Calculates whether a student (or a group of students ) made low, typical, or high growth as compared to their academic peers.

# What is a Student Learning Objective?

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**Definition:** A Student Learning Objective is a long term, measurable academic goal and consists of the following components:

- **Content Standards-** (Common Core State Standards, GSEs/GLEs, or other national standards)
- **Evidence-** the assessment(s) used to measure student progress/mastery
- **Target-** the numerical goal for student progress/mastery, based on available prior data.

# Student Outcome Objective- SOO

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## What is an SOO?

It is a long term goal that is focused on an outcome that increases access to learning or creates conditions that facilitate learning.

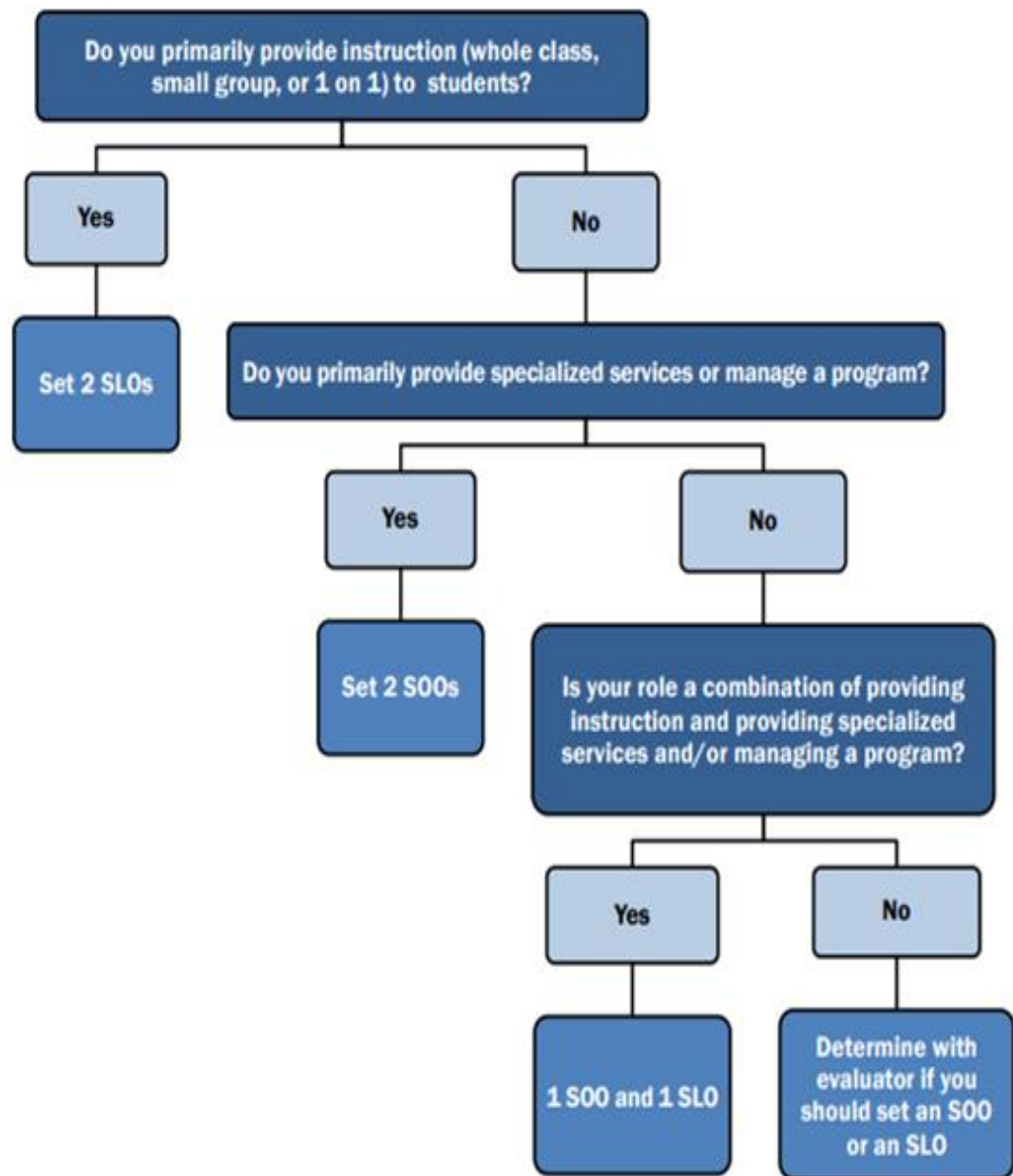
## Who would complete an SOO?

That is determined by your answers to the SLO/SOO Decision Tree.

## What is the structure of an SOO?

Ask yourself; what is the most important outcome that will enable students to have better access to education? Where are my students with respect to this objective? Based on what I know about my students where do I expect them to be by the end of the interval of service and how will I measure this?

# SLO/SOO Decision Tree





# Sample Student Learning Objective: Progress

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- **Statement of Objective:** *All students who score below the standard on the school-wide writing rubric will improve by one category on the rubric before the end of 6<sup>th</sup> grade*
- **Evidence:** *I will measure student learning by assessing students' writing using the school-wide writing rubric on a quarterly basis*
- **Target:** *The ten students who scored "does not meet the standard" will move to a minimum of "partially meets the standard" and the fifteen students who scored "partially meets the standard" will move to a minimum of "meets the standard" by the last quarter writing assignment*

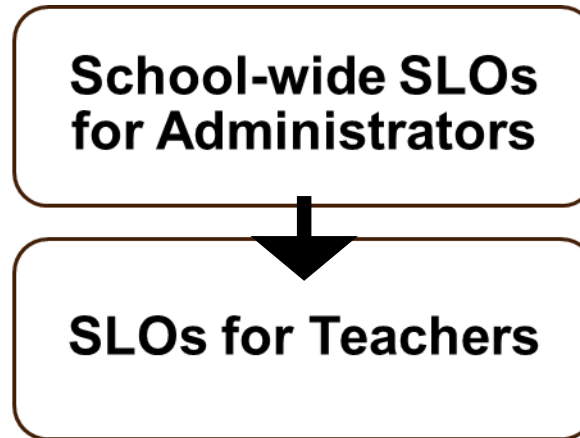
# Anatomy of SOO

Main Criteria	Element	Description
<b>Essential Questions:</b> What is the most important outcome that will enable students to have better access to education through your services?		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> <li>The objective statement describes the specific outcome that the support professional is working to achieve.</li> <li>The depth and breadth of the objective statement will vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO.</li> </ul>
	Rationale	<ul style="list-style-type: none"> <li>Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or district priority.</li> </ul>
<b>Essential Questions:</b> Where are my students now with respect to the objective?		
	Baseline Data / Information	<ul style="list-style-type: none"> <li>Information that has been collected or reviewed to support the overall reasoning for the student outcome objective.</li> <li>This information could include survey data, statistics, participation rates, or references to historical trends or observations.</li> </ul>
<b>Essential Questions:</b> Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> <li>Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval of service.</li> <li>The targets should be measureable and rigorous, yet attainable.</li> </ul>
	Rationale for Target(s)	<ul style="list-style-type: none"> <li>Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community.</li> <li>Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, trend data, or historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students.</li> <li>Rationale should be provided for each target and/or tier.</li> </ul>
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> <li>Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective ( e.g. logs, scoring guides, screening procedures, surveys)</li> <li>Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else).</li> <li>Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored).</li> </ul>
	Strategies	<ul style="list-style-type: none"> <li>Describe the method, strategies or plan that will be used to achieve your goal.</li> </ul>

Refer to page 17  
of the RIDE  
SLO/SOO  
[guidebook.](#)

# Two Types of Student Learning Objectives

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- SLOs should be vertically aligned:  
district priorities ? school priorities ? classroom priorities
- All educators and school administrators set 2 SLO/SOOs

# Data for Setting SLOs (2021-2022)

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- ACCESS
- AP Exams
- IRLA
- STAR Reading/STAR Math
- Program Assessments:
  - Pre assessments for courses
  - Math Intervention Courses
- Other curriculum-based measures or school-based common measures approved by administrator

\*Note - Administrators will not be using STAR to set their SLOs. They will be using IRLA as their primary data source.

# The Student Learning Objective Process

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# The Student Learning Objective Process

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**Step 1:** Building administrator reviews district Turnaround Action Plan and school improvement plans and, with administrator teams, sets school-wide SLOs. During the 21-22 school year, school leader goals will not be based on STAR data.

**Step 2:** Building administrator shares school-wide SLOs and explains the measures of student learning with their faculty.

# The Student Learning Objective Process

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## Step 3: Setting Educator SLOs/SOOs

Evaluator may convene teacher team meetings to set SLOs/SOOs. The goals of these meetings are to:

- Determine **content priorities**
- Identify or create the **highest-quality sources of evidence** (IRLA will provide the best direct alignment with building leader SLOs.)
- Set **rigorous targets**

## SLO/SOO: Educator Guidance

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➤ Refer to the RIDE website:

[www.ride.ri.gov](http://www.ride.ri.gov)

➤ Under Teachers/ Administrators click the Educator Evaluation link

➤ Click on the link on the right side of the page:

Student Learning Objectives

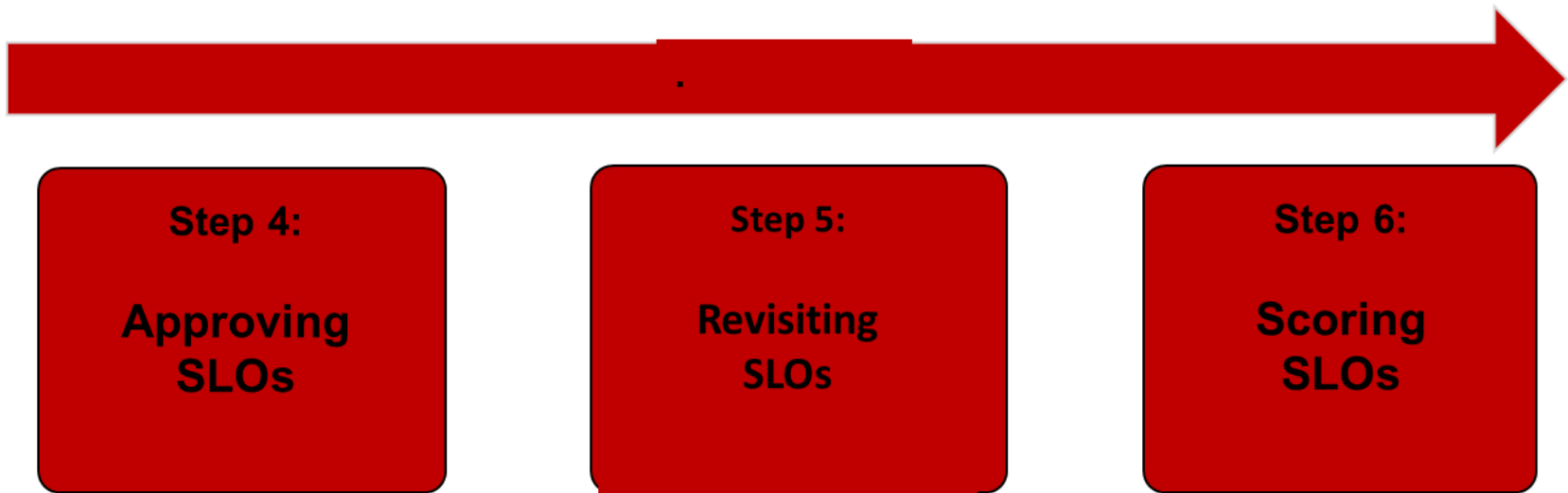
➤ Click on the link and it will bring you to the Guidance Page

SLO guidance is included in the Educator Evaluation Guidebook as well



# The Student Learning Objective Process

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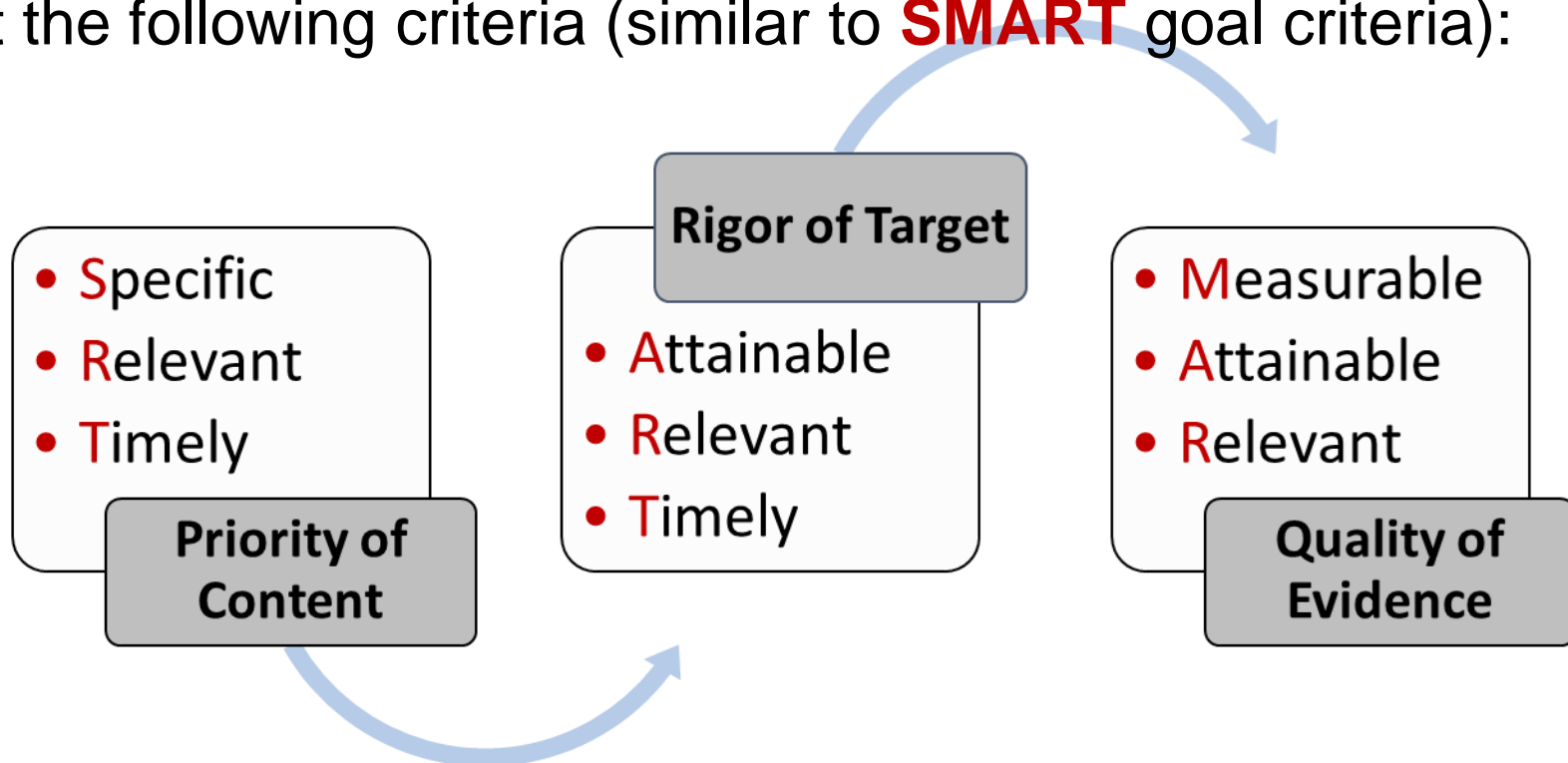


# The Student Learning Objective Process

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## Step 4: Approving SLOs

When approving SLOs, school leaders are primarily looking at the following criteria (similar to **SMART** goal criteria):



# Approving SLOs/SOOs

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Evaluators will use the following to determine approval of SLOs/SOOs.

## Priority of Content

- Is it aligned to standards, important curriculum targets, and/or school and district priorities?
- Is it broad enough that it captures the major content of the instructional period?
- Is it narrow enough that it can be measured?

## Rigor of Target

- Does the numerical target represent an appropriate amount of student learning for the interval of instruction?
- Is it rigorous, yet attainable?
- Is it based on data?

## Quality of Evidence

- Will the source(s) of evidence provide the data you need to determine if the objective has been met?
- Is it aligned? Evidence must be aligned to the standards addressed by the SLO.
- Is it common? Common, externally-validated evidence is preferred.

# Approving SLOs/SOOs

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Educators should consider the following when drafting the SLOs/SOOs

## Priority of Content

- Objective Statement
- Rationale
- Aligned Standards
- Students
- Interval of Instruction

## Rigor of Target

- Baseline Data
- Target(s)
- Rationale for Target(s)

## Quality of Evidence

- Evidence Source
- Administration
- Scoring

## If the SLO/SOO is Unacceptable...

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1. Evaluator should mark the SLO/SOO as Unacceptable on **any of the 3 criteria** (Priority of Content, Rigor of Target, Quality of Evidence.)
2. Evaluator should return the SLO/SOO to the teacher with an **explanation** of why it was not acceptable and suggestions for how to revise.
3. Educator should **revise and resubmit** to evaluator as soon as possible (within 2 weeks).
4. Evaluator should review revised SLO/SOO and either approve or send back to teacher with guidance on how to submit a final revision.

# The SLO/SOO Process

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## **Step 5:** Revisiting SLOs/SOOs

*In January-February, teacher and evaluator revisit SLOs/SOOs (MOY)*

1. Educators collect evidence on an ongoing basis to support their goals
2. Educators share available evidence
3. Evaluators deliver feedback and guidance
4. Educators may have the opportunity to revise **if** the evaluator and teacher are in agreement that:
  - the composition of the class has changed significantly
  - teaching assignments have changed significantly
  - new sources of evidence become available
  - evaluator and teacher agree that the target is no longer appropriate

# The Student Learning Objective Process

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## Step 6: Scoring SLOs

In May-June, teacher and evaluator meet and review evidence for each of the teacher's SLOs.

### 1. Evaluator assigns an individual rating for each SLO.

*Evaluator should check the box that best indicates the teacher's attainment of this student learning objective.*

Did the teacher meet this student learning objective?

Did Not Meet

Exceeded

Met

# The SLO/SOO Process

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## **Step 6:** Scoring SLOs/SOOs

**2. Evaluator combines individual rating into one holistic rating using the guide below:**

The process for scoring individual SLOs/SOOs begins with a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO/SOO as Exceeded (4), Met (3), Nearly Met (2), or Not Met (1).



# SLO/SOO Scores

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- **Exceeded**-This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO/SOO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).
- **Met**-This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met.” The expectation for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

# SLO/SOO Scores Continued

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- **Nearly Met-** This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).
- **Not met-** This category applies when the results do not fit the description of what it means to have “Nearly Met.” If a substantial proportion of students did not meet the target(s), the SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.

# What does that mean in reality?

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## Not Met

<70% of  
students met  
their target

## Nearly Met

70-89% if  
students met  
their target

## Met

At least  
90% of  
students  
met their  
target

## Exceeded

- At least 90% of students met their target AND
- 25% of students exceeded their target

# Key Messages about Student Learning

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- A set of SLOs/SOOs is based on **multiple measures**—no educator will ever be evaluated on the basis of one test or piece of data.
- Student Learning Objectives **empower teachers** to make decisions about how student learning is measured.
- SLOs require clarity about what the **essential learning** is.
- The SLO/SOO process **encourages collaboration** among teacher teams.
- SLOs/SOOs focus **attention on data and outcomes**.
- SLOs/SOOs are an opportunity to **document the impact** educators make.

# Checklist for SLOs and Observation Processes

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## Administrator will.....

- Set two SLOs (October/November)
- Share SLOs with faculty (late October)
- Approve teacher SLOs (Mid Nov.)
- Begin conducting formal observations following pre-conference, observation and post-conference protocols (November- February)
- Conduct informal observations (February-May)
- Review student learning data and determine scores for SLOs (May-June)
- Conduct end-of-year conferences with teachers ( late May-early June)

## Teachers will.....

- Set SLOs in grade level or content area groups (October/mid-November)
- Collect evidence on an ongoing basis to support goals (October-May)
- Begin the formal observation process (November- February)
- Review SLO progress and provide administrators with student learning data . Revise SLOs if applicable (January/February MOY)
- Complete observation process by participating in end-of-the year conference ( late May-early June)

# Where can I get help???

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- There is strength in numbers, as grade level or subject level colleagues- you can have the same SLO/SOO- meet and create them together over dinner, drinks- whatever works.
- You can use the same SLO/SOO as you used previously (unless you are teaching something completely different) the baseline, targets will be different.
- You can email [pdfedback@ppsd.org](mailto:pdfedback@ppsd.org) for support
- You can ask someone who received a 4 to use their SLO/SOO as a model.
- Remember... Specific, Measurable, ATTAINABLE, Relevant, Time-bound.

# SLO/SOO Workshop

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Check Frontline regularly. There will be support sessions posted and updated.