TLE: SLO/SOO
Student Learning Objectives
Student Outcome Objectives

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http://www.mooreschools.com/Page/36933
TLE: Teacher Leader Effectiveness

Tulsa Model

SAG: Student Academic Growth

OAM: Other Academic Measures

VAM: Value Added Model

SLO/SOO: Student Learning Objective/Student Outcome Objective
100% of Evaluation Score based on Tulsa Model Rubric

What We Create for OAMs and SLOs/SOOs this Year Counts Next Year (includes state test data for VAMs)
2015-2016 School Year

- Tulsa Model: 50%
- Student Academic Growth: 35%
- OAM: 15%
Who Receives a Value Added Score?

**Elementary**
- 4th-6th Reading/ELA and Math

**Secondary**
- 7th-8th Reading/ELA and Math
- Algebra I
- Algebra II
- Geometry
- English III

Must have at least 10 tested students to receive VAM score (5 per course).

Administrators also receive VAM scores!
Those not receiving a VAM score must complete a SLO/SOO as 35% of their 2015-2016 TLE evaluation.
What is a SLO/SOO?
Student Learning Objectives/Student Outcome Objectives

- What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?
  - Focus/Content
  - Interval of Instruction

- Where are my students now (at beginning of instruction) with respect to the objectives?
  - Student Population
  - Baseline/Trend Data

- How will students demonstrate their knowledge and skills at the end of the interval of instruction?
  - Assessment/Evidence

- Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?
  - Growth Target
  - Rationale for Growth Target

• Only one SLO/SOO needs to be created per teacher.

• Harrah may create SLOs/SOOS for specific grade levels and content areas. If this is not the case for your circumstance, we prefer your SLO/SOO is created in grade level/content area teams. There may be cases where it is created individually by the teacher.

Tentative Deadline for SLO/SOO Approval: January 30, 2015

SLO/SOO Scoring: April through September 2015 (as soon as interval of instruction is over and assessment data is received)
Step 1: Focus and Content
What are the standards, skills, outcomes, or content that will be the focus of this SLO/SOO?

• Identify and clarify 2-5 standards. (Don’t just put numbers of standards – type them out and describe why they are the focus.)

Step 2: Interval of Instruction

• Write beginning and ending date of instruction. (If possible, we would prefer a year or semester interval of instruction. However, we understand that the limited time frame might only lend itself to a unit-long interval of instruction.)
Step 3: Student Population

Which students will be included in this SLO/SOO?
What student characteristics might affect this SLO/SOO?

- total # of students included
- # of regular education students
- # special education students (describe modifications they receive)
- # of ELL students (describe modifications they receive)
- Describe any other specific characteristics/circumstances of any other students that might affect SLO/SOO.
Step 4: Baseline/Trend Data

What does your available student data tell you about the skills, characteristics, and knowledge of the SLO/SOO student population?

• **Identify and describe pre-assessment measure.** (For many, this may require the development of a pre-test based on the focus/content of the SLO/SOO.)

• **Describe the students’ overall strengths and weaknesses as identified by the pre-assessment data.**
Step 5: Assessment/Evidence

What assessment or evidence will be used to show student growth? Why was it selected?

• Identify and describe assessment measure. (For some, this may require the development of a post-test based on the focus/content of the SLO/SOO. Include description of who created this assessment – state assessment, district benchmark, purchased assessment, teacher-created, etc.)

• Describe why the assessment/evidence was selected to measure student growth and alignment to focus of SLO/SOO.
Step 5: Assessment/Evidence

Hierarchy of Assessments for SLOs/SOOs

1. State test or district assessment (purchased or created)

2. Common assessment (purchased or created - can include those provided in textbooks)

3. Individual classroom assessment (purchased)

4. Individual classroom assessment (created – must be approved by evaluating administrator)
Step 6: Growth Targets

What amount of growth is expected for all students to demonstrate during the interval of instruction?

• If applicable, the teacher will use a **simple average growth calculation** to determine each student’s growth target.
  
  • Based on the pre-assessment data, students will increase their pre-assessment score half the distance between their starting point and 100%.

<table>
<thead>
<tr>
<th>Pre-assessment Score</th>
<th>Distance to 100/Half Distance to 100</th>
<th>Growth Target (Pre-Assessment Score + Half Distance to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>77 (half is 38.5)</td>
<td>62% (round up)</td>
</tr>
<tr>
<td>50</td>
<td>50 (half is 25)</td>
<td>75%</td>
</tr>
<tr>
<td>76</td>
<td>24 (half is 12)</td>
<td>88%</td>
</tr>
</tbody>
</table>
Step 6: Growth Targets

• Use tracking sheet to document pre-assessment score, growth target, and post-assessment score.

• If not using the simple average growth calculation to set growth targets for each student, please get approval from evaluating administrator.

• With the evaluating administrator’s permission, a teacher may alter individual growth targets for special education and/or ELL students (this includes any other significant factors that may impact a student’s rate of growth).
Step 7: Rationale for Growth Targets

Why are the growth targets appropriate for each student or groups of students as determined from student characteristics and baseline/trend data?

• Use this section to describe why any individual growth targets were altered for certain students (SPED, ELL, etc.).

• If you receive approval from the evaluating administrator to use a growth target model other than the simple average growth calculation, use this section to describe how the growth targets were set.
# SLO/SOO Scoring

<table>
<thead>
<tr>
<th>SLO/SOO Score</th>
<th>% of Students Who Met or Exceeded Growth Targets (round up in every situation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>90-100%</td>
</tr>
<tr>
<td>4.5</td>
<td>85-89%</td>
</tr>
<tr>
<td>4.0</td>
<td>80-84%</td>
</tr>
<tr>
<td>3.5</td>
<td>75-79%</td>
</tr>
<tr>
<td>3.0</td>
<td>70-74%</td>
</tr>
<tr>
<td>2.5</td>
<td>65-69%</td>
</tr>
<tr>
<td>2.0</td>
<td>60-64%</td>
</tr>
<tr>
<td>1.5</td>
<td>55-59%</td>
</tr>
<tr>
<td>1.0</td>
<td>54% or less</td>
</tr>
</tbody>
</table>
SLO/SOO Scoring

Student Attendance Parameters

- Students who have 11 or more unexcused absences for the semester of instruction or 22 or more unexcused absences for the school year (depending on how long the interval of instruction is) may be excluded from the SLO/SOO with documentation provided by the teacher and permission of the evaluating administrator.

SLO/SOO Storage

- It is suggested that teachers and administrators save the SLO/SOO worksheet and tracking template for 5 years.

- District will save completed SLO/SOO worksheet.
Frequently Asked Questions

What if an SLO/SOO needs to be revised after submission?
- Letter from teacher with explanation of need for change signed by the teacher and evaluating administrator as well as copy of the revised SLO/SOO.

What if the teacher and administrator do not agree on approval or scoring of SLO/SOO?
- Both parties meet with HACT rep (if member) to collaboratively develop solution. If cannot be reached, Superintendent has final decision.

What if there are extenuating circumstances of behalf of the teacher that will affect the SLO/SOO process?
- Taken on case-by-case basis and collaboratively problem-solved between teacher, evaluating administrator, and Superintendent.
Other Questions

Resources

http://www.gtlcenter.org/learning-hub/student-learning-objectives

http://www.coloradoplcc.org/assessment

http://www.mooreschools.com/Page/36933