

Great Schools, Excellent Teachers,
Successful Students

USING STUDENT LEARNING OBJECTIVES TO MEASURE STUDENT AND TEACHER PERFORMANCE WITHIN THE EDUCATOR EVALUATION AND SUPPORT SYSTEM

The classroom is far different today than it was ten years ago. Unlike past generations, teachers today must prepare students for a world of possibilities that may not currently exist. To prepare our students for a global market, instruction is constantly evolving. By LEAs setting high expectations with a commitment to succeed for all students, the teacher evaluation process becomes even more important as one component of a continuous improvement cycle. Using Student Learning Objectives for all teachers is one way to measure the impact of a teacher's effectiveness on student achievement and growth within a continuous improvement cycle.

ADE Teacher Evaluation Model

Student Academic Progress

- Achievement
- Growth
- College and Career Ready

33%

Surveys

- Student Survey
- Parent Survey
- Peer Review
- Self-Reflection

17%

Teaching Performance:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

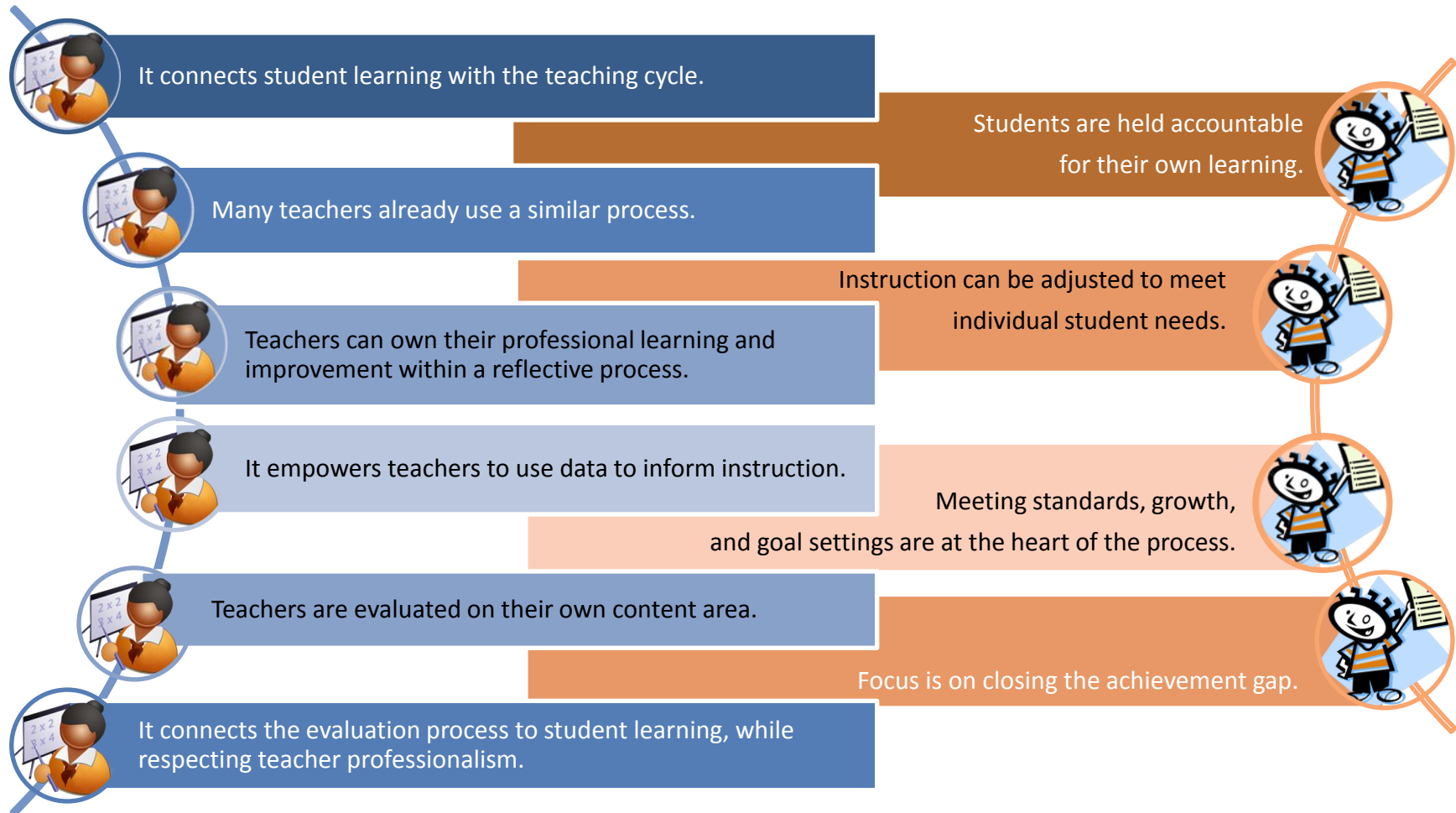
50%

ADE's Educator Evaluation Model is comprised of three components: Teaching Performance, Student Academic Progress, and Survey Data. Using Student Learning Objectives to measure growth can be one part of the overall Student Academic Progress Data. *The Arizona Framework for Measuring Educator Effectiveness (May 2016)* allots for at least 33% of a teacher's evaluation to be based on Student Academic Progress Data. In conjunction with the 33%, at least 20% of a teacher's overall total evaluation must now be centered on student growth scores.

WHY USE SLOs?

Teacher Impact

Student Impact



SLO BASICS

The Student Learning Objective Process is a way for all teachers to measure student growth and achievement through the use of classroom data. Designed especially for Group B teachers (teachers in non-tested grades and subject areas), but can be used for all teachers, SLOs can quantify the extent of the standards mastered, as well as the amount of growth students gained throughout the course.

A Student Learning Objective is a classroom level standards-based measure relevant to the content area taught during the current school year that is:

- Specific and measurable
- Written to measure academic growth and achievement
- Assessing all or the most important standards within the course

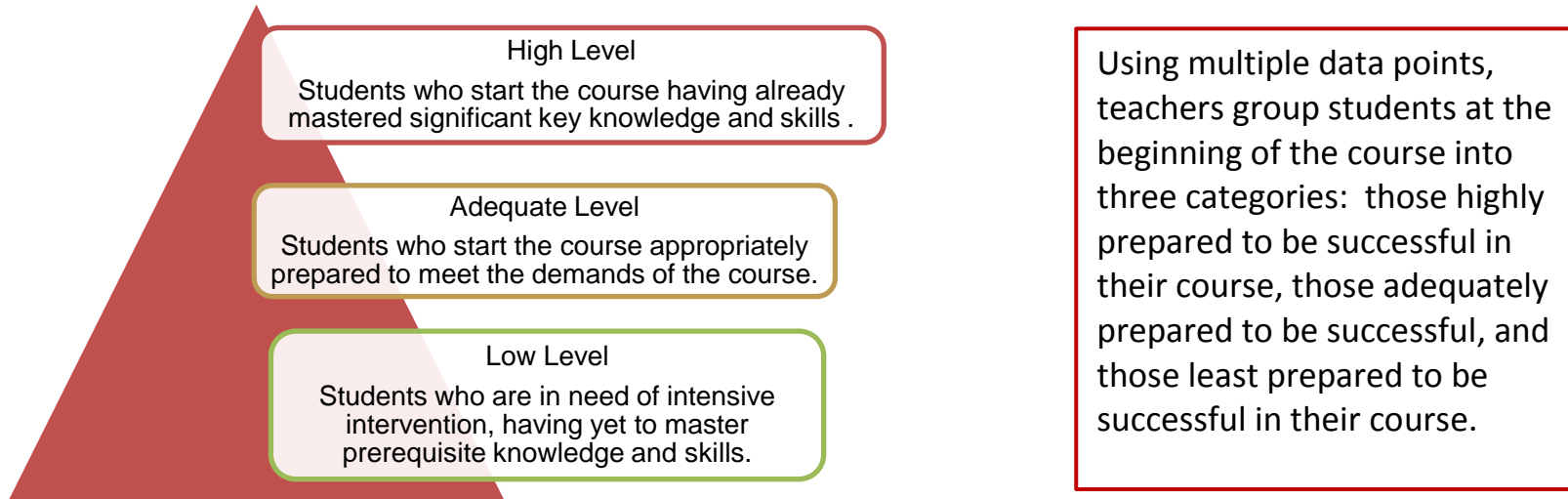
SLO PROCESS



Student Academic Progress is to account for at least 33% of a teacher's summative evaluation score with at least 20% of the overall score attributed to growth. Setting SLOs is a specific, rigorous, long-term goal setting process. SLOs are an integral part of a comprehensive educator effectiveness system because they focus on student learning, promote critical conversations about instruction and assessment, and use evidence of student growth to guide professional development that targets instructional improvement.

THE STUDENT LEARNING OBJECTIVE (SLO) PROCESS

LEVELS OF PREPAREDNESS



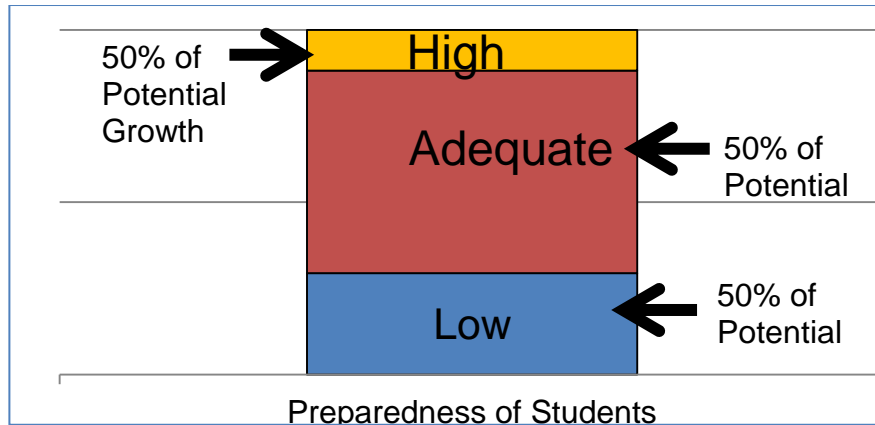
SLO ACHIEVEMENT GOAL

There are two SLO Goals required as part of the overall SLO process: the SLO Achievement Goal and the SLO Growth Goal. Teachers create at least one achievement goal focused on the mastery of the grade/course standards for all students. Grade levels or content departments determine the priority standards to be mastered* for a course. A baseline assessment and an end-of-course summative assessment is administered. The summative score is based on a percentage of the students who met the achievement cut score.

The achievement goal is written as a summative score for the whole class. For example: 80-89% of students are to master at least 75% of the standards. The summative score is calculated using the percentage of students who met the cut score compared to the total number of students in the class. For example, 25 out of 30 students or 83% met the achievement goal by mastering 75% of the standards.

**Mastery of a content is when the student has exhibited proficiency by demonstrating both knowledge of the content and a practical application of the content skills.*

SLO GROWTH GOAL OPTIONS



Option #1: Levels of Growth Approach

All students within a Level of Preparedness are given a predetermined, averaged growth cut score.



Option #2: Individual Growth Cut Scores

Each student is given an individualized growth cut score.

In addition to the achievement goal, all teachers will write a growth goal choosing from Option 1, Option 2, or a combination of both options.

Option 1 is where each group of students (i.e. *High Level of Preparedness*, *Adequate Level Of Preparedness*, and *Low Level Of Preparedness*) are given an average growth cut score range for their specific group. Once the summative assessment is administered at the end of the year (or course), each student is assessed on his/her own growth and compared to the average growth cut score range determined at the beginning of the year for their specific group (i.e., High, Adequate, or Low Level of Preparedness).

Option 2 is where each student in the class is given an individualized growth cut score. Levels in the growth goal are calculated using a prescribed formula. The suggested formula is: $\text{Baseline score} + [(\text{Total points} - \text{Baseline score}) \times .50] = \text{SLO Growth Cut Score (-5\% range)}$.

Students in the *Low Level of Preparedness* need to make accelerated growth of more than one year (at minimum) to catch up to grade/course level standards. The *Low Level of Preparedness* students are the Tier II or Tier III students in a Multi-tiered System of Supports (MTSS) model. These students receive differentiated instruction to target deficiencies in skills and knowledge in order to accelerate the learning process. The focus for students in the *Adequate Level of Preparedness* group is to ensure they make, and maintain, at least one year's growth. The students in the *High Level of Preparedness* group started the course already above proficiency in prerequisite knowledge and skills. These students are to be pushed beyond proficiency of grade/course level standards and are encouraged to continue to maintain their growth rate.

TIPS: Option #1 for the Levels of Preparedness is a good option to use when the students demonstrate a wider range of abilities and/or there are a greater number of students where it is easier to distinguish performance groupings. **Option #2** for individualized growth, would work well for smaller class sizes, possibly in reading and mathematics intervention classes or special education classes. **Performance Assessments:** For many Group B teachers, a performance assessment reflects their teaching effectiveness better than a multiple choice exam. For these teachers using performance assessments, an LEA-wide content performance rubric and assessment could be used for both the SLO Achievement and Growth scores. Sufficient growth is measured on a performance rubric if the student moves one category over on the performance rubric; i.e. from a 1 to a 2; or a 2 to a 3 on a 4 point rubric.

BASELINE AND SUMMATIVE ASSESSMENTS

State-Wide Assessments AzMERIT,
NSCS, AZELLA

Content Assessments (Vendor
Purchased)

LEA or Teacher Developed

May require alignment to
AZCCRS and/or other
Content Standards

Requires Assessment Approval

Choosing or creating an assessment is an integral part of the SLO process. Two important components to determine are **validity** and **reliability**.

An assessment is **valid** if the test measures what is actually taught during the course. Based on test data, the teacher is able to make accurate inferences about the students' progress. **Reliability** refers to whether the test questions are answered in the same way during several administrations. It also refers to whether the raters are in agreement with their understanding of rigor and course expectations.

Assessments are to be as valid and reliable as possible given that this is a new process. Group B teachers are encouraged to choose or develop assessments that truly reflect the rigorous standards of the course (i.e. projects, performances, portfolios, and/or products).

Having a strong rubric and well-developed administrative procedures will help to ensure inter-rater reliability within the SLO process. Assessments that are not pre-approved (see diagram) will need to be approved by the evaluator prior to administration.

SUMMATIVE SCORES

At the end of the year or course, the percentage of students who met their cut scores for the SLO goals are calculated using the rubric below. Final student assessment scores are compared to the designated appropriate cut scores for both the achievement and growth goals to determine the summative scores. Their scores are then added as one part of the required multiple measures for the teacher's evaluation summative rating.

SLO Summative Rubric for Achievement and Growth Score			
4	3	2	1
90% - 100% of the students met the SLO	80% - 89% of the students met the SLO	60% - 79% of the students met the SLO	Less than 60% of students met the SLO