

SLO/SOO—Student Learning Objectives/Student Outcome Objectives

WESTERN HEIGHTS PUBLIC SCHOOLS EVALUATION AND STUDENT ACADEMIC GROWTH

The district is committed to complying with all laws and Oklahoma State Department of Education (OSDE) regulations regarding teacher evaluation. Accordingly, after full implementation of the state's TLE system, all teachers and building level administrators will receive an annual performance rating comprised of a qualitative evaluation, a quantitative other academic measure and either a quantitative value added measure, student learning objective or student outcome objective. Prior to full implementation of TLE, all certified employees are required to participate in the district's pilot program regarding student academic growth.

The district has separately adopted individual policies regarding the general evaluation process and other academic measures in addition to this policy regarding student academic growth.

The board has made each of the decisions outlined in this policy in an attempt to ensure the efficient operation of the district while providing fairness and flexibility to employees. The board expects that the administration will provide adequate training to all affected employees. The Executive Director of Human Resources will coordinate the district's SLO/SOO program with the Director of Curriculum & Instruction assisting staff in selection & development of the SLO/SOO.

Value Added Measures

District teachers who receive a value added score from the OSDE are required to use that score as their student academic growth score for purposes of evaluation.

Student Learning Objectives (SLO) and Student Outcome Objectives (SOO)

Employees subject to this policy who do not receive a value added score from OSDE ("educators") must create either a SLO or SOO to use as their student academic growth score for purposes of evaluation in accordance with this policy.

Timeline / Required Monitoring and Meetings

Educators must submit their SLO/SOO proposal annually on the district's approved form before the date established by individual supervisors (beginning 2015-16, by the end of first nine weeks). The supervisor will either approve the SLO/SOO within ten (10) school days of submission or will advise the educator of changes required to the plan. Both the educator and the supervisor will initial the final document and each will maintain a copy of the SLO/SOO.

The educator and his/her supervisor will meet at approximately the middle of the interval of instruction or by January 30 to check the progress of the SLO/SOO and make any necessary modifications to the plan. Deviations from a previously approved plan will only be allowed at the discretion of the supervisor. Employees who request a deviation must have a compelling reason, supported by documentation, for the modification. Types of circumstances which might justify a deviation include students who do not attend the educator's class for at least 85% of the interval of instruction or a teacher being on leave for more than 15% of the interval of instruction. The supervisor's decision regarding whether to grant a deviation is final.

The educator and his/her supervisor will also meet at the conclusion of the instructional interval to reflect on the SLO/SOO and consider ways in which the educator was successful and ways in which adjustments and improvement for the upcoming school year would be beneficial.

All meetings required by this policy may be conducted in conjunction with another meeting at the discretion of the supervisor.

SLO/SOO Plan Development

Because of the time involved in creating, reviewing and monitoring these plans, educators will be limited to one (1) SLO/SOO per year. All educators must submit an individual SLO/SOO, although the board encourages educators to collaborate to write SLOs/SOOs which are similar within departments. All SLO/SOO plans will be approved by the educator's direct supervisor. The supervisor has final authority regarding all aspects of the plan.

SLOs/SOOs must meet each of the following guidelines:

- Require rigorous but attainable student growth.
- Demonstrate student academic growth impacted by the educator in order to provide actionable feedback.
- Include an interval of instruction which is either one (1) semester or one (1) school year, depending on the assessment chosen.
- Comply with the district's quality checklist.
- Focus on essential skills and course content rather than all state standards covered in the class (SLOs only).
- Be implemented at the course level, if possible. If a course level plan is not possible, the plan must be a class level plan and if a class level plan is not possible, be a tiered plan.
- Answer the following questions:
 - What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
 - Where are my students now (at the beginning of instruction) with respect to the objective?
 - Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?
 - How will they demonstrate their knowledge/skill(s) at the end of the interval of instruction?

Data Collection and Storage

All SLO/SOO plans must use appropriate baseline / trend data collected from either formal assessments, performance tasks graded with a rubric, portfolios, or cumulative projects. The SLO/SOO form will be stored electronically on the OKTLE software. School-level teams will annually approve the growth targets according to grade levels and subject areas.

Scoring

Educators are expected to score their plans with their supervisor at the summative evaluation conference. The score will be based on the SLO scoring table.

Assessments/Evidence for Data

Examples of assessments/evidence for data include but are not limited to:

- Performance Series
- District Benchmark testing
- STAR Reading tests
- DIBELS
- WIDA
- HELP Math

Adopted: 12-08-2014

**Quality Checklist –
Student Learning Objectives**

	<i>What are the most important knowledge and skills I want my student to attain by the end of the interval of instruction?</i>		<i>Where are my students now (at the beginning of instruction) with respect to the objective?</i>		<i>How will students demonstrate their knowledge and skills at the end of the interval of instruction?</i>	<i>Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?</i>	
	Focus / Content	Interval of Instruction	Student Population	Baseline / Trend Data	Assessment(s) / Evidence	Growth Targets	Rationale for Targets
Required	Identifies relevant, available standards (state, national, or professional) Clarifies the content that the SLO will cover	Matches the length of the course (e.g. semester or full year)	Identifies students included in the SLO Identifies contextual factors that may affect individual student growth	Identifies sources of information Describes skills and knowledge of student population	Identifies assessment(s) or evidence aligned to the course content of the SLO Describes assessment(s) or evidence that will be used to measure student growth	Ensures all students in the SLO have a rigorous and attainable growth target	Explains how the growth target was developed Explains why the growth target is appropriate for the student population
Preferred	Describes how SLO content aligns with relevant, available standards (state, national, or professional) Specifies how the SLO will address the most important course content	NA	Describes the student population as a whole Describes contextual factors that may affect individual student growth	Draws on trend data, if available	Identifies assessment(s) or evidence that have been reviewed by content experts	Identifies baseline or pre-assessment data to determine appropriate growth	Incorporates a variety of data sources that includes trend data in setting growth targets

Quality Checklist – Student Outcome Objectives

	<i>What are the most important knowledge and skills I want my student to attain by the end of the interval of instruction?</i>		<i>Where are my students now (at the beginning of instruction) with respect to the objective?</i>		<i>How will students demonstrate their knowledge and skills at the end of the interval of instruction?</i>	<i>Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?</i>	
	Focus / Content	Interval of Instruction	Student Population	Baseline / Trend Data	Assessment(s) / Evidence	Growth Targets	Rationale for Targets
Required	Identifies relevant, available standards (state, national, or professional) Clarifies the focus area of the SOO	Matches the length of the teaching assignment (e.g. semester or full year)	Identifies students included in the SOO Explains why the student population was selected Identifies contextual factors that may affect individual student growth	Identifies sources of information Describes skills, knowledge or characteristics of student population	Identifies assessment(s) or evidence aligned to the focus area of the SOO Describes assessment(s) or evidence that will be used to measure student growth	Ensures all students in the SOO have a rigorous and attainable growth target	Explains how the growth target was developed Explains why the growth target is appropriate for the student population
Preferred	Describes how SOO focus area aligns with available state standards or national organization expectations Specifies how the SOO address important outcomes	NA	Describes the student population as a whole Describes contextual factors that may affect individual student growth	Draws on trend data, if available	Identifies assessment(s) or evidence that have been reviewed, endorsed or informed by content experts (state, national or professional organizations)	Identifies baseline data to determine appropriate growth	Incorporates a variety of data sources that includes trend data in setting growth targets

