



Regional School Unit #19

Corinna • Dixmont • Etna • Hartland • Newport • Palmyra • Plymouth • St. Albans

Student Learning Objectives (SLOs)

A Handbook for Teachers

June 2017



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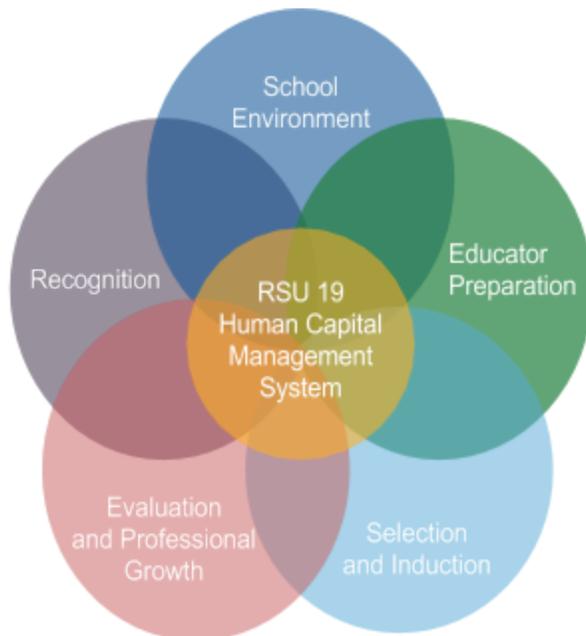
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The RSU#19 Vision:

We envision that each student,
in partnership with the community,
will be an involved citizen,
a lifelong learner in a global society,
possess relevant life skills,
and be able to utilize emerging technologies.

District Mission

Inspire every student.
Instill a motivation for learning.
Insure contributing citizens.



RSU# 19 is implementing strategies that address the five components of the MSFE human capital management system in the figure to the left.

The Teacher Evaluation and Professional Growth (TEPG) program builds on strong educator preparation, selection, and induction, which, in turn, inform recognition and rewards. A summative effectiveness rating of Effective or Distinguished is a prerequisite for certain teacher leadership roles in the district.

Building a positive, collegial school & district environment where all educators can grow and thrive is the foundation of our work.

Introduction to SLOs

This guidebook will guide teachers through the SLO process, serving as an important reference tool as RSU#19 implements SLOs as part of the TEPG program.

What Are SLOs?

- SLOs are measurable goals that teachers set for their students at the start of a course or period of instruction and are approved by administrators.
- SLOs target the specific learning needs of students, focusing on specific local, state, or national standards that require emphasis based on a thorough review of available data.
- Within each SLO, teachers specify a growth target—a quantifiable amount of student learning expected by the end of the course—usually measured as growth between pre-assessment and post-assessment.
- The creation of SLOs, in most cases, is a team effort. Each SLO is the result of collaboration and consultation among teacher colleagues and administrators.

How Do SLOs Fit Into an Educator's Evaluation?

SLOs are used as part of each teacher's evaluation as a measure of student growth. Within a teacher's evaluation cycle, each teacher will write one SLO annually, which may include a group measure. At the end of the evaluation cycle, the teacher will choose the best two SLOs to average for their final rating. (no more than one of which could be a group SLO)

The SLO development process gives teachers a voice in how they will be evaluated while providing a vehicle for connecting teacher-set goals to content standards, district goals, and local initiatives.

Once it becomes available, data from the state-mandated standardized test will be used in all relevant content areas as the pre-assessment and post-assessment for at least one of the teacher's SLOs within the teacher's evaluation cycle. At a minimum, student data from relevant assessments, including the state-mandated standardized test, will be used to inform the needs assessment section of the teacher's SLOs.

A teacher's summative rating is determined by the following:

The evaluator administrator or administrator team determines the SLO rating and calculates the summative rating. After gathering multiple sources of evidence, the evaluator, administrator or administrator team organizes the measurements into distinct categories or dimensions of performance: professional practice, professional growth, learner perceptions, and learner growth.

SLOs fit within the learner growth measurement category. After analyzing and rating the evidence gathered, the administrator combines the categories of measurements to determine a summative effective rating, applying weights, priorities, or performance thresholds as appropriate. Once the summative score has been calculated, you and your administrator or administrator team should discuss the results of summative rating and implications for future practice.

The SLO Cycle

The complete cycle of an SLO is shown in Figure 2, which is followed by the description of each step.

Figure 2. The SLO Cycle



The SLO cycle consists of the following four steps:

1. **Developing the SLO.** The teacher collaborates with colleagues and administrators to create an SLO.
2. **Approving the SLO.** A district-designated administrator or administrator team reviews the SLO to ensure that it meets minimum criteria in terms of appropriateness, rigor, and completeness.
3. **Monitoring Progress.** The teacher delivers high-quality instruction and monitors student progress throughout the course. As needed, the teacher adjusts his or her approach to ensure that all students are making progress. This step may include a formal or informal

mid-course conversation between the teacher and administrator or administrator team to discuss progress.

4. **Rating the SLO.** The teacher may meet with his/her evaluator at the end of the school year to review data and determine whether students met their growth targets. The teacher and evaluator use the SLO results to inform professional development and SLO development for the next school year. The evaluator assigns an SLO score.

Support

To support teachers throughout the SLO process, a variety of resources is available, including written documents, trainings, and resources.

SLO Handbook

This document is a useful reference that should contain the answers to most of your questions pertaining to SLOs. It includes timelines and important deadlines, step-by-step guidance, and templates.



Timelines and Important Deadlines

For Yearlong Courses

September/ October	<ul style="list-style-type: none">• Develop and submit the SLOs
November	<ul style="list-style-type: none">• Revise and resubmit the SLOs, if needed
February	<ul style="list-style-type: none">• Meet to discuss student progress to date (optional)
May	<ul style="list-style-type: none">• Submit list of students eligible for exemption• Administer the post-assessment• Prepare for SLO rating meeting
May/June	<ul style="list-style-type: none">• Meet with the evaluator for SLO rating

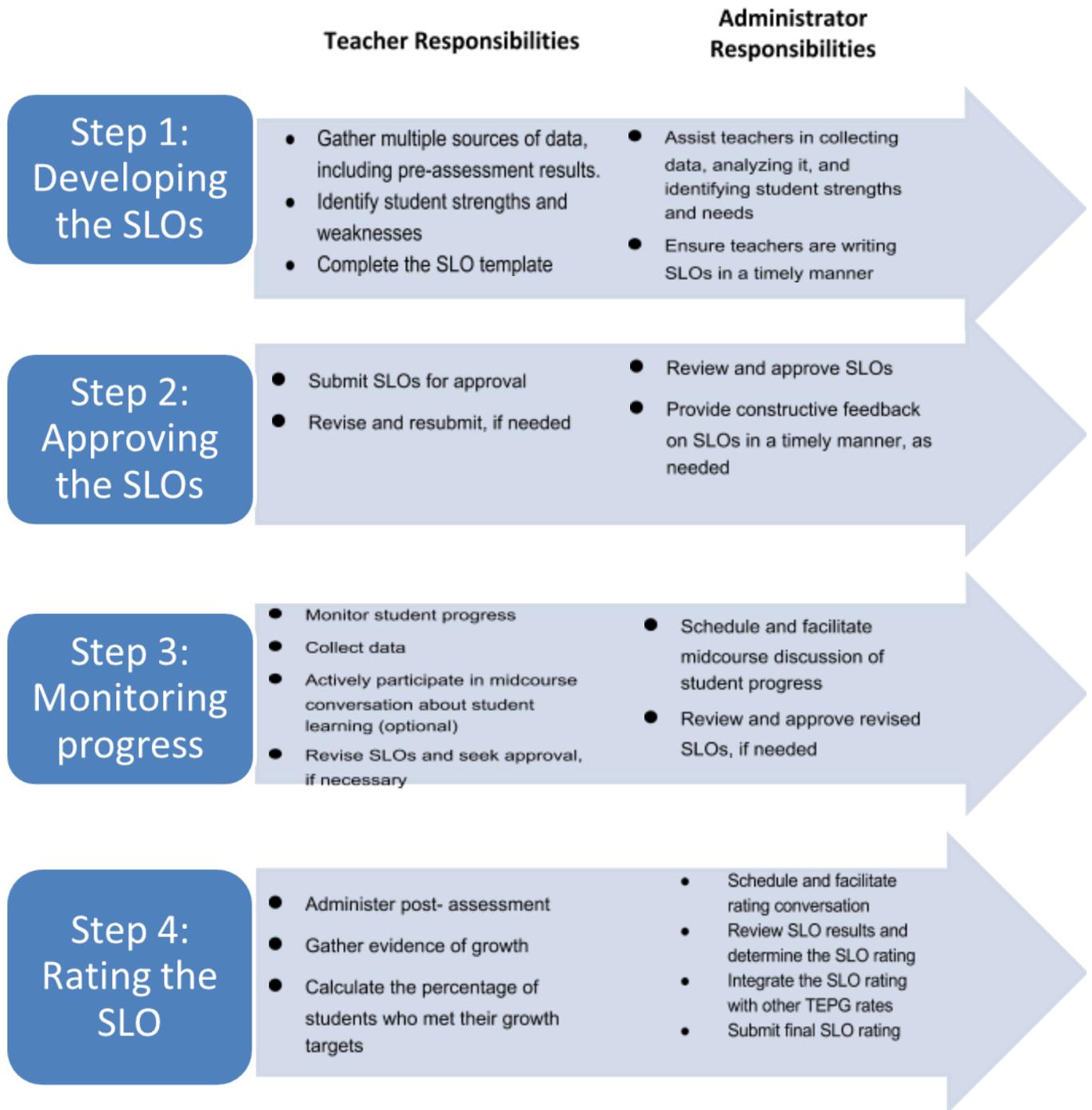
For First-Semester Courses

September/ October	<ul style="list-style-type: none">• Develop and submit the SLOs• Revise and resubmit the SLOs, if needed
November	<ul style="list-style-type: none">• Meet to discuss student progress to date (optional)
December/ January	<ul style="list-style-type: none">• Submit list of students eligible for exemption• Administer the post-assessment• Meet with the administrator or administrator team for SLO rating

For Second-Semester Courses

January/ February	<ul style="list-style-type: none">• Develop and submit the SLOs• Revise and resubmit the SLOs, if needed
March	<ul style="list-style-type: none">• Meet to discuss student progress to date (optional)
May	<ul style="list-style-type: none">• Submit list of students eligible for exemption• Administer the post-assessment• Prepare for SLO rating meeting
May/June	<ul style="list-style-type: none">• Meet with the administrator or administrator team for SLO rating

Roles and Responsibilities for Teachers and Administrators



Developing the SLO

If responsible for multiple courses, teachers must determine for which course(s) he/she will write an SLO. Generally, teachers should prioritize core classes (mathematics, reading or English language arts, science, and social studies) over non-core or elective classes.

Each SLO consists of seven components, which are highlighted in the SLO template:

1. Teacher demographics
2. Student demographics
3. Needs assessment
4. Content standards
5. Pre-assessment/Post-assessment
6. Growth targets
7. Instructional strategies and progress monitoring plan

Throughout the SLO development process, please refer to the SLO Template (in Appendix) and SLO Approval Checklist (in Appendix). Complete the SLO template when writing your SLOs. It is strongly recommended that you review the SLO Approval Checklist when writing your SLOs to ensure that you are meeting the minimum quality requirements for the SLOs. After you submit your SLOs, your evaluator will review the SLOs using the SLO checklist.

The following subsections provide guiding questions and guidelines for each component of an SLO. Each subsection includes the applicable portion of the SLO Approval Checklist, which evaluators will use to approve the SLOs.

SLO Guidelines

1. Teacher Demographics

In this section, include the following basic information about your SLOs:

Checklist Items

- Fill out fields completely and accurately.
- Identify the course(s) consistent with district requirements where applicable.

Guiding Questions

- To what course(s) does this SLO apply?
- Did I include all sections of identified course(s) for at least one of my SLOs? (Team SLOs must include all students.)

2. Student Demographics

In this section, identify important attributes of your students as well as important contextual factors that may affect the students' ability to show growth. These steps include the following:

Checklist Items

- Identify the type of SLO and include names of teammates where applicable.
- Include interval of instruction that is appropriate for the course/content and represents a substantive period of instruction.
- Include the total number of students for the course(s) (all sections) in the SLO, consistent with the SLO type.^b
- Identify the number of students with IEPs and 504 plans (if applicable).
- List the specific accommodations or modifications to be provided for identified students that impact instruction and assessment as indicated from data review

Guiding Questions

- What important contextual factors do I want to note about my students?

Potential Data Sources:

Northwest Evaluation Association (NWEA)
SBAC/MEA
Course grades
Prior-year end-of-course assessment scores
Pre-assessment data
Portfolios
PSAT/SAT scores
Student work samples
Student files
Individualized education programs (IEPs), 504 plans, and other plans
Behavioral data

3. Needs Assessment

In the needs assessment component, include a summary of the data you collected, describe your student population, and identify student strengths, weaknesses, and needs. This includes the following:

Checklist Items

- Identify the sources of data reviewed about current students.
- Identify the areas of strength and weakness/needs in relevant content or skill areas.
- Support each identified strength and need with relevant content- or skill-level student data.
- *Describe collaboration, when possible, during data analysis optional.*
- Refrain from using student names when describing students.

Guiding Questions

- What sources of data are available to me? Data sources can include assessment scores as well as other information, such as behavioral data and observational data.
- Based on my analysis of multiple data and information sources, what are my students' strengths and weaknesses?
- In what area(s) do my students need the most support and instruction?

Additional Guidelines

- Gather multiple sources of data. Consider all available resources to provide a comprehensive overview of your student group. (See earlier Potential Data Sources box for examples of types of evidence you might review, if available.)
- Analyze available data for areas of strength and need by subject area, student group, concepts, skills, and behaviors.
- When possible, collaborate with peers to analyze the data. Use this optional section to provide more detail about the discussion and results of your collaboration.
- When describing your students, refrain from using student names but provide the necessary details for accommodations. For example, it is appropriate to say that you have three students identified with attention-deficit/hyperactivity disorder and two students identified with pervasive developmental delays in your class, but it is not appropriate to identify these students by name. Protecting student confidentiality is critical.
- The SLOs must include a pre-assessment, as stipulated in proposed Maine state regulations.
 - The pre-assessment may be administered in the prior school year (e.g., an end-of-course examination given in June may serve as a pre-assessment for the course the following school year). However, in most cases, you should

administer a pre-assessment at the beginning of the school year because it provides important data on current student performance.

- If you need to create a pre-assessment, follow the guidelines for assessments (Section 5) during assessment writing.

4. Assessed Standards

In this section, identify the standards that will be the focus of your SLO. Your selection of standards should be informed by the needs assessment:

Checklist Items

- SLO addresses national, state, or district standards (which are aligned with State or National Standards: CCSS, MLR, Net Gen Science, etc.) appropriate for the subject.
- Selected standards address essential areas of learning appropriate for the subject.
- Selected standards address a range of cognitive levels appropriate for the student group.
- Selected standards align with broader school and district goals and requirements.
- Selected standard(s) are broad enough to cover an extended interval of instruction, such as an academic year or semester.

Guiding Questions

- Which standard(s) align with the need(s) identified in the needs assessment and student population component?
- Do the identified standards represent learning over the course of the interval of instruction?
- Do the identified standards align with the assessment in terms of depth and breadth?

5. Pre-assessment/Post-assessment

In this section, identify and describe the assessment you will use to measure student growth. This assessment should align with your pre-assessment.¹ If you are using a teacher-created assessment, you must attach it to your SLO. As previously noted, data from the state-mandated standardized test (if available) will be used in all relevant content areas of the pre-assessment and post-assessment for at least one of the teacher's SLOs.

Checklist Items

- Align to all of the standards identified in the Assessed Standards section.

1 It is recommended that, when using teacher-created assessments, the pre_assessment and post_assessment be the same or in slightly different forms (e.g., same questions in a different order) of the same assessment. If the assessment is a vendor assessment, the pre_assessment and post_assessment may be different in accordance with test administration guidelines from the vendor.

- Use appropriate format(s) for the selected standards and student population.
- Provide all students with an opportunity to adequately demonstrate their knowledge and growth.
- Contain questions, rubric levels, and/or prompt types that assess student thinking beyond knowledge/comprehension/recall.
- Measure individual student performance.
- Include an attached blank summative assessment and key if the assessment was not chosen from a district-sanctioned SLO assessment list.
- Include a high-quality rubric and student prompts or instructions, if the assessment is performance- or rubric-based
- Student scores are either raw or percentage-based (i.e., they are not rounded or clustered into ranges)
- Ensure that the assessment is free of bias, avoids unnecessarily complex language, and will be administered fairly and consistently to all students in the pre- and post-assessment

Guiding Questions

- What type of assessment will be most appropriate for assessing the identified standards?
- Is there an assessment I already use that assesses the standards identified in the previous section? If not, is there one already available that I could use?
- Do I need to create the assessment?
- Will this assessment permit all students to demonstrate growth?
- Is the assessment developmentally appropriate?
- Does this assessment contain a mix of question levels? For example, does this assessment focus simply on recall questions, or does it also require application of knowledge and higher order thinking?
- Is this assessment free from bias?
- Does this assessment contain appropriate language for students?
- How will I administer this assessment fairly and consistently to students?
- Do the standards identified in the standards section of the SLO align with the assessment? If not, you must either select a different assessment or change the identified standards to match the assessment.

Additional Guidelines

- Be administered similarly across classes within a district; if applicable, the post-assessment must be similar to the pre-assessment.

- Be graded consistently between administrations and classrooms with attention to validity/fairness.
- Already be used in the classroom whenever possible or, if new, be created through collaboration.
- Be free of bias, avoid unnecessarily complex language, and be administered fairly and consistently to all students.
- Not be graded by students.
- Be kept for at least one full year.

Performance-Assessment and Portfolio-Specific Guidelines

- Attach both the performance assessment and the rubric.
- Include rubrics with all performance assessments. Include the following:
 - A minimum proficiency-level scale of 1 to 4
 - Recommended scale: 4 =exemplary, 3 = proficient, 2 = partially proficient, 1 = not yet meeting Specific, clear, and concise descriptions of each proficiency level
 - Positive, learner-appropriate language
- Use rubrics instructionally throughout the year unless they are content specific.
- Record performance assessments (audio or video as appropriate) whenever possible.

Test-Specific Guidelines

- With some exceptions, tests may be administered at most twice per year (once as a pre-assessment and once as a post-assessment). Standardized assessments designed to be implemented multiple times throughout the year may be administered more than twice per year.
- Teachers may use questions similar to assessment questions during instruction, but they may use exact test questions only during testing.
- Teachers may complete answer documents for students only when this accommodation is listed on the student’s IEP.

6. Growth Targets

Growth targets specify the amount of growth expected from students during the interval of instruction. The measurements are as follows:

Checklist Items

- Specify a quantitative growth or attainment target for each student on the roster.
- Use individual pre-assessment data to determine appropriate growth for each student.

- Expect all students to demonstrate growth.
- Use a format required by the district, or if none required, any format from the SLO Handbook appropriate to the students and the assessment
- Ensure targets are rigorous, attainable, and developmentally appropriate based on students' needs.
- Ensure targets appropriately consider historical student performance data for this course to determine if a minimum performance level expectation for all students is appropriate.
- Include an attached roster with all pre-assessment scores and target scores.

Guiding Questions

- What do I know about student learning or information from the test provider (if applicable)? What information can I use to inform my setting of growth targets? [These questions are about your prior experience in giving the assessment.]
- What have other teachers learned about growth from administering this assessment in the past?
- What is my rationale for setting these growth targets? How do I know that they are rigorous, attainable, and developmentally appropriate?

Additional Guidelines

Student growth targets may be calculated in a variety of ways. For examples of target formats, follow the examples provided in the SLO Handbook.

7. Instructional Strategies and Progress Monitoring Plan

Strong instructional practices are the foundation for a successful SLO. In this section of the SLO template, describe the instructional strategies you intend to use throughout the school year to help students reach their growth targets as well as how you will monitor student progress. These steps include the following:

Checklist Items

- Describe instructional strategies that appropriately consider student demographics and associated learning styles, ability levels, and student needs identified in the needs assessment (Section 3) and the standards (Section 4).
- Identify methods for monitoring student progress that are aligned to the SLO standards, including formal and informal as well as short- and long-term formative assessments, and data as appropriate.

Guiding Questions

- What instructional strategies have I used in the past that led to student growth?
- Are there other instructional strategies I can use to help students reach these growth targets?
- How will I know if students are making sufficient progress toward their targets?

- How will I use formative data to inform modifications to my instruction?
- How frequently will I collect formative data?

Approving the SLO

Once you have developed the SLO, submit it for approval. Your evaluator will review the SLO using the [SLO Approval Checklist](#) (in Appendix) to ensure that the SLO meets minimum criteria in appropriateness, rigor, and completeness. If the SLO does not meet the criteria for approval, you will have an opportunity to review and resubmit the SLO.

To be compliant with *ESEA, Each teacher in grades 3-8 and in grade 11 who teaches math and/or ELA must use the State assessment as the pre/post assessment for one SLO.

*ESEA = Elementary and Secondary Education Act.

Monitoring Progress

Once your SLO has been approved, continue to monitor student progress throughout the school year and adjust instruction as needed. Between SLO approval and rating, analyze and reflect upon the success of instructional strategies, and adjust instruction as needed.

Revising the SLO

If unique circumstances warrant revisions, you may change the SLO at or before the middle of the interval of instruction. Table 1 provides a list of circumstances that may warrant a revision to the SLO and identifies the components affected by the revision.

Permitted SLO Revisions After Approval

Circumstance	Components Affected
Change in teaching assignment	<ul style="list-style-type: none"> ▪ Teacher demographics ▪ Student demographics ▪ Content standards ▪ Summative assessment ▪ Growth targets ▪ Instructional strategies and progress monitoring plan
Change in student population	<ul style="list-style-type: none"> ▪ Teacher demographics ▪ Student demographics ▪ Content standards ▪ Summative assessment ▪ Growth targets ▪ Instructional strategies and progress monitoring plan
Maternity or other extended leave	<ul style="list-style-type: none"> ▪ Growth targets
Natural disaster	<ul style="list-style-type: none"> ▪ Growth targets

If one of these circumstances has occurred, gather evidence that justifies the change in the SLO. Present your evidence to your evaluator and articulate your reasoning for your proposed SLO revisions. Your evaluator will determine whether to accept your proposed revisions to the SLO.

Rating the SLO

At the end of your course, you will meet (or otherwise communicate) with your evaluator to discuss the SLO rating. The rating is based on the percentage of students who met their growth targets, or using the percentage of growth reduction (PGR .) As the teacher, you are responsible for collecting data on student progress prior to meeting with the evaluator.

A particular student's results may be included in the calculation of the SLO rating if one of the two following conditions is met:

- The teacher is a teacher of record for that student, meaning that:
 - The student was enrolled in a course or other learning experience taught by that teacher;
 - The student was present and was subject to instruction by that teacher at least 80 percent of the scheduled instructional time for that course or learning experience with that teacher;
 - The student took both the pre-assessment and the post-assessment designed to measure achievement in that course or learning experience;
 - The student is included on a team SLO with shared accountability, which has been agreed to by the teacher pursuant to the process set by the district.

Preparing for the SLO Rating

Prior to administering the post-assessment, identify and discuss with your evaluator any students who are eligible for exemption from rating. These students are those with extenuating circumstances that may have affected their ability to demonstrate progress. The following are allowable reasons for exemption:

1. The student was absent for 20% or more of the interval of instruction. State regulations stipulate that students can be included in student growth measures only if they are present for 80% or more of the instruction that occurs between the pre-assessment and post-assessment. Students who do not meet this criterion, including students who joined the course late and were not present for 80% of the interval of instruction, **must** be excluded from the SLO rating. The teacher's attendance records should be used to calculate the percentage of

absences in order to take into account tardiness, in-school suspensions, and so on.

2. The student experienced a significant disruption in his or her education. Circumstances include but are not limited to homelessness, extended illness, change in foster care, natural disaster, and death in the family.
3. The student is in his or her first year of English as a second language status.

At the end of the interval of instruction, the teacher will administer the post-assessment. Test administration should comply with the assessment guidelines outlined in the [Summative Assessment](#) section in this document.

After scoring the students' post-assessments, calculate the percentage of students who met their growth targets. A table can be helpful during calculations and when presenting information to the administrator or administrator team

If desired, gather other evidence of student progress to discuss with the evaluator during the SLO rating conversation.

Meeting With the Evaluator

After calculating the percentages of students who met their growth targets, submit that information,, to the administrator or administrator team, who may meet with you to discuss SLO rating.

Calculating the SLO Rating

During the SLO rating communication, you and your evaluator identify which, if any, students should be excluded from SLO rating because of extenuating circumstances. The evaluator has the discretion and responsibility for approving all exemptions.

The evaluator determines the SLO rating on the basis of the percentage of students or percentage gap reduction (if PGR used) rounded to the nearest whole number, who met their growth targets. Table 3 provides the percentage ranges that correspond with each final SLO rating.

SLO Rating Table (Non-NWEA; Non-PGR)

Percentage Ranges of Students Who Met Their Growth Targets	SLO Score
85–100%	4
71–84%	3
41–70%	2
0–40%	1

For example, consider the following scenario. A teacher's SLO covers a course with 42 students. The evaluator approves the exemption of two students. Of the remaining 40 students, 30 students (75%) meet their targets. On the basis of this information, the

administrator or administrator team would determine the SLO rating to be 3 because 75 percent falls in the 71–84% range on the SLO Rating Table.

SLO Rating: PGR Calculation Method

Mean Gap Reduction	Rating
75% or higher	4
50-74.4%	3
25-49.4%	2
25.4% or less	1

SLO Rating: Non NWEA/Non PGR and NWEA with .70 multiplier

	SLO Rating			
	1 Ineffective	2 Developing	3 Effective	4 Distinguished
% Students meeting/exceeding SLO assessment growth targets	0 – 40%	41 – 70%	71 – 84%	85% +
NWEA converted rating: .70 multiplier	0-28%	28.7-49.0%	49.7 – 58.8%	59.5% +

**RSU #19 SLO Rating – Non-NWEA/NWEA
July, 2017**

% students meeting or exceeding growth targets (Non-NWEA)	% students meeting or exceeding growth targets (NWEA)	SLO Score	% students meeting or exceeding growth targets (Non-NWEA)	% students meeting or exceeding growth targets (NWEA)	SLO Score
85+	59.5	4	56	39.2	2.5
83.6	58.5	3.9	53	37.1	2.4
82.2	57.5	3.8	50	35.0	2.3
80.8	56.6	3.7	47	32.9	2.2
79.4	55.6	3.6	44	30.8	2.1
78	54.6	3.5	41	28.7	2
76.6	53.6	3.4	36.9	25.8	1.9
75.2	52.6	3.3	32.8	23.0	1.8
73.8	51.7	3.2	28.7	20.1	1.7
72.4	50.7	3.1	24.6	17.2	1.6
71	49.7	3.0	20.5	14.4	1.5
68	47.6	2.9	16.4	11.5	1.4
65	45.5	2.8	12.3	8.6	1.3
62	43.4	2.7	8.2	5.7	1.2
59	43.4	2.6	4.1	2.9	1.1
			0.0	0.0	1.0

**SLO Rating: Non-NWEA Only
July, 2017**

% students meeting or exceeding growth targets (Non-NWEA)	SLO Score	% students meeting or exceeding growth targets (Non-NWEA)	SLO Score
85+	4	56	2.5
83.6	3.9	53	2.4
82.2	3.8	50	2.3
80.8	3.7	47	2.2
79.4	3.6	44	2.1
78	3.5	41	2
76.6	3.4	36.9	1.9
75.2	3.3	32.8	1.8
73.8	3.2	28.7	1.7
72.4	3.1	24.6	1.6
71	3.0	20.5	1.5
68	2.9	16.4	1.4
65	2.8	12.3	1.3
62	2.7	8.2	1.2
59	2.6	4.1	1.1
		0.0	1.0

SLO Rating: NWEA Only**July, 2017**

% students meeting or exceeding growth targets (NWEA)	SLO Score	% students meeting or exceeding growth targets (NWEA)	SLO Score
59.5	4	39.2	2.5
58.5	3.9	37.1	2.4
57.5	3.8	35.0	2.3
56.6	3.7	32.9	2.2
55.6	3.6	30.8	2.1
54.6	3.5	28.7	2
53.6	3.4	25.8	1.9
52.6	3.3	23.0	1.8
51.7	3.2	20.1	1.7
50.7	3.1	17.2	1.6
49.7	3.0	14.4	1.5
47.6	2.9	11.5	1.4
45.5	2.8	8.6	1.3
43.4	2.7	5.7	1.2
43.4	2.6	2.9	1.1
		0.0	1.0

Discussing Student Progress

It is important to have a meaningful conversation about student progress with your evaluator, administrator, and/or colleagues to analyze the data and identify strengths or weaknesses in student progress. Sample questions are included in Appendix D.

Appendix A. RSU19 SLO Template

Adopted: June, 2016 DSC

Attachments Select all that apply
<input type="checkbox"/> Assessment <input type="checkbox"/> Assessment blueprint <input type="checkbox"/> Roster of students with pre-assessment scores and growth targets (required)

SLO No. Select one	
<ul style="list-style-type: none"> ▪ SLO 1 ▪ SLO 2 	<ul style="list-style-type: none"> ▪ <i>SLO 1 must include all students in the identified courses; SLO 2 might be targeted, with rationale and evaluator approval.</i>

Section 1: Teacher Demographics		
Teacher Name:	Position:	Date:
Subject (for SLO):	Grade (for SLO):	Course name/number (if applicable) :

Section 2: Student Demographics	
Pre-assessment Month: _____	___ Individual ___ Team (shared student data)
Post-assessment Month: _____	If team, list other teacher(s) included: _____
No. of students with: (If none – “0”)	No. of students included in the SLO: _____
___ 504 plans ___ IEPs ___ Gifted and talented ___ ELL ___ RTI interventions ___ Title 1 (reading) ___ Other (please explain below)	List the specific accommodations or modifications you will provide that will impact your instruction and assessment as indicated from data/IEP review:
Explanation of “Other” students:	

Section 3: Needs Assessment

What data did you review about the CURRENT students? (check all that apply)

- Pre-assessment (required)
- NWEA
- NECAP/MEA
- Grades
- End-of-year assessments
- Portfolios
- PSAT/SAT
- SRI
- Student work samples
- Student files
- IEP, 504
- Behavior
- Other

For each data source checked, list the specific data points that reveal students' strengths and weaknesses; include quantitative data when available. (Bullet list acceptable)

Strengths:

Weaknesses:

Summary of needs: How does this data analysis inform this SLO?

Describe how you collaborated with other individuals when you developed your SLO.

Section 4: Assessed Standards

The assessment must address essential standards in areas of need, as determined through the needs assessment completed in Section 3.

Identify the source(s) of the standards (CCSS, MLR, NGSS, or other district-approved standards aligned to national or state standards.)

Copy and paste **all** standards included on your SLO assessment (Include the alpha-numeric identifier and the full text).

Note: If a comprehensive measure such as NWEA (RIT score) is being used, indicate: "all standards being assessed by the... (cite instrument ;" copy & paste of standards not needed).

Section 5: Pre/Post-Assessment _____Teacher-Created _____Pre-approved From Menu
Teacher-created assessments must be attached to the SLO.

If using an assessment approved by your district for SLOs, please name the assessment(s) here:

If not already approved by district for SLOs, **upload an electronic version of your assessment** and describe here:

(What type of assessment is it (multiple choice, performance, essay etc.)? What is the scale? If a rubric is included, how is it being scored? Are there special instructions or tools for the students? Be specific.)

*See SLO Approval checklist and/or guidelines for assessment approval criteria

Section 6: Growth Targets

Please attach a roster of students, their pre-assessment scores, and their target scores.

Identify calculation method used to determine specific growth or target scores for students from those mandated by your district or in your SLO Handbook

- Half-the-Gap:** Growth Target = $\frac{1}{2}$ (100 – Pre-Assessment Score)
- District-Set for instrument**
- Test-Provided (NWEA)**
- Half-the-Gap Hybrid:** *Specify Minimum Score Required Before Half-the-Gap formula used:* _____
- PGR:** *Specify maximum score:* _____

Explain your rationale for using the growth target approach identified above; cite either 'required format' or explain why this approach is most appropriate to these students and the assessment. (Consider historical student performance data for this course to determine if a minimum performance level expectation for all students is appropriate.)

Section 7: Instructional Strategies and Progress Monitoring

Describe the potential instructional strategies you plan to use to address the specific student needs identified in your needs assessment:

Describe how you will monitor student progress throughout the interval of instruction (consider short- and long-term, formative and summative, formal and informal, self-assessment, etc.):

How will the progress monitoring data you collect drive your instructional plans?

Appendix B. SLO Approval Checklist

May 2016

Teacher Name: _____ Date of Submission: _____

For use with MSFE SLO Student Handbook, which provides guiding questions, additional guidance regarding minimum approval requirements, and suggested practices.

SLO Component	Evaluator Checklist
Section 1: Teacher Demographics	<ul style="list-style-type: none"> <input type="checkbox"/> Fill out fields completely and accurately. <input type="checkbox"/> Identify the course(s) consistent with district requirements where applicable.^a
Section 2: Student Demographics	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the type of SLO, and include names of teammates where applicable. <input type="checkbox"/> Include interval of instruction that is appropriate for the course/content and represents a substantive period of instruction. <input type="checkbox"/> Include the total number of students for the course(s) (all sections) in the SLO, consistent with the SLO type.^b <input type="checkbox"/> Identify the number of students with individualized education programs and 504 plans (if applicable). <input type="checkbox"/> List the specific accommodations or modifications to be provided for identified students that impact instruction and assessment as indicated from data review.^c
Section 3: Needs Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the sources of data reviewed about current students. <input type="checkbox"/> Identify the areas of strength and weakness or needs in relevant content or skill areas. <input type="checkbox"/> Support each identified strength and need with relevant content- or skill-level student data. <input type="checkbox"/> <i>Describe collaboration, when possible, during data analysis. (Optional)</i> <input type="checkbox"/> Refrain from using student names when describing students.
Section 4: Assessed Standards	<ul style="list-style-type: none"> <input type="checkbox"/> SLO addresses national, state, or district standards (which are aligned with state or national standards: Common Core State Standards, Maine Learning Results, Next Generation Science Standards, and so forth) appropriate for the subject. <input type="checkbox"/> Selected standards address essential areas of learning appropriate for the subject. <input type="checkbox"/> Selected standards address a range of cognitive levels appropriate for the student group. <input type="checkbox"/> Selected standards align with broader school and district goals and requirements.^d <input type="checkbox"/> Selected standard(s) are broad enough to cover an extended interval of instruction, such as an academic year or semester.
Section 5: Pre-Assessment/ Post-Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Align to all of the standards identified in Section 4: Assessed Standards. <input type="checkbox"/> Use appropriate calculation method(s) for the selected standards and student population. <input type="checkbox"/> Provide all students with an opportunity to adequately demonstrate their knowledge and growth.

	<ul style="list-style-type: none"> □ Contain questions, rubric levels, and/or prompt types that assess student thinking beyond knowledge, comprehension, and recall. □ Measure individual student performance. □ Include an attached blank summative assessment and key if the assessment was not chosen from a district-sanctioned SLO assessment list. □ Include a high-quality rubric and student prompts or instructions, if the assessment is performance or rubric based. □ Ensure student scores are either raw or percentage based (i.e., they are not rounded or clustered into ranges). □ Ensure that the assessment is free of bias, avoids unnecessarily complex language, and will be administered fairly and consistently to all students in the pre- and post-assessment
<p>Section 6: Growth Targets</p>	<ul style="list-style-type: none"> □ Specify a quantitative growth or attainment target for each student on the roster. □ Use individual pre-assessment data to determine appropriate growth for each student. □ Expect all students to demonstrate growth. □ Use a calculation method required by the district. If there is not a calculation method required, use any calculation method from the SLO Handbook appropriate to the students and the assessment. □ Ensure targets are rigorous, attainable, and developmentally appropriate based on students' needs. □ Ensure targets appropriately consider historical student performance data for this course to determine if a minimum performance level expectation for all students is appropriate. □ Include an attached roster with all pre-assessment scores and target scores.
<p>Section 7: Instructional Strategies and Progress Monitoring</p>	<ul style="list-style-type: none"> □ Describe instructional strategies that appropriately consider student demographics and associated learning styles, ability levels, and student needs identified in the needs assessment (Section 3) and the standards (Section 4). □ Identify methods for monitoring student progress that are aligned to the SLO standards, including formal and informal as well as short- and long-term formative assessments, and data as appropriate.

^a Some districts may require that specific courses (or a method for selecting courses) are used for SLO 1 or SLO 2.

^b SLO 1 must include all students in the course. For example, if there are two sections of a course in each semester, the SLO should include students in all four sections. SLO 2 may allow for a targeted group, depending on district and school policy.

^c Indicate specific accommodations and modifications along with the number of students; do not include student names.

^d Some districts may require that certain prioritized standards are assessed in the SLO.

Appendix C. RSU19

SLO Growth Target Calculation Method Options

RSU19: SLO Growth Target Calculation Method Examples:

SLOs include setting expectations for students on the post-assessment. Teachers should follow state and district guidelines to ensure that SLO growth targets are rigorous, attainable, and developmentally appropriate. Growth targets are informed by the teacher’s knowledge of students, content, and assessment. All students, regardless of their pre-assessment score, should be expected to demonstrate significant growth.

Student growth targets may be calculated in a variety of ways. The following are the RSU19 allowable calculations for growth targets. All examples listed below have benefits and limitations. Please review your student data closely and select a calculation method with care.

RSU19 Allowable Calculation Methods:

1. Half-the-Gap Formula:

Growth Target = $\frac{1}{2}$ (100 – Pre-Assessment Score)

All students will increase their scores by one half the difference between 100 and the pre-assessment score.

Example: a student who received a rating of 50% on the pre-assessment would be expected to receive a rating of 75% on the post-assessment.

$$\frac{1}{2} (100 - 50) = 25 \text{ pts.}$$

Pre-Assessment Score:	50%
Growth Target:	25 pts.
Post-Assessment target score:	75%

2. Half-the-Gap Hybrid Formula:

Use this hybrid formula when using the Half-the-Gap formula results in post-assessment score expectations that are significantly less rigorous than would be expected based on historical data with the assessment and/or teacher experience with the content. This is a two-part format.

Example: A pre-assessment for an AP Chemistry course results in no students scoring higher than 24%. The teacher expects most students to score at least 70% on the post-assessment in the Spring. Using half-the-gap formula would result in the expectation that student score no higher than 62%.

1. Students with a pre-assessment score of less than 40% will have a growth target that will result in post-assessment score of 70%

$$\text{Growth Target} = (70 - \text{Pre-Assessment Score})$$

Ex: Pre-Assessment score of 20%

$$\text{Growth target} = (70 - 20)$$

$$\text{Growth target} = 50 \text{ points (target score: } 20 + 50 = 70\%)$$

2. Students with a Pre-Assessment score of 40% or higher: use half-the-gap formula:

$$\text{Growth Target} = \frac{1}{2}(100 - \text{Pre-Assessment Score})$$

Ex: Pre-Assessment score of 44%

$$\text{Growth target} = \frac{1}{2} (100 - 44)$$

$$\text{Growth target} = 28 \text{ points (target score: } 44 + 28 = 72\%)$$

3. District-Set for instrument:

All students with same pre-assessment score will have the same growth target across the district.

Example: District sets growth targets for kindergarteners using AimsWeb

4. Test-Provided:

Test vendor sets growth targets based on pre-assessment scores

Example: NWEA set Fall to Spring math growth targets for student in Grade 6

5. Performance Gap Reduction (PGR):

SLO rating determined by the percentage of the performance gap reduced between the

cohort's mean pre-assessment score and the maximum score set.

Step 1: Determine Mean Performance Gap on Pre-Assessment (Difference between the maximum score and the class's mean Pre-Assessment score.)

Example: Mean average Pre-Assessment score for all students in the course: 54 pts.
Mean Performance Gap on Pre-Assessment: $100 - 54 = 46$ pts.

Step 2: Determine the Mean Performance Growth (Difference between class' mean Post-Assessment score and the class' mean Pre-Assessment score)

Example: Mean average Post-Assessment score for all students in the course: 84% $84 - 54 = 30$ pt. (mean performance growth)

Step 3: Determine Percent Gap Reduction (mean performance growth) divided by (mean performance gap on Pre-Assessment) multiplied by 100))

Example: $(30 \div 46) = 0.65 \times 100 = 65\%$ gap reduction (SLO rating – 3.0: see chart below)

PGR SLO Rating Scale:

Mean Gap Reduction	Rating
75% or higher	4
50-74.4%	3
25-49.4%	2
25.4% or less	1

Appendix D. Questions to Inform SLO Conversations

These questions are intended to *guide* conversations. They are not intended to be used as discussion protocols.

- Did student performance of the SLO on the post-assessment meet your expectations in the SLO targets?
- What do you think contributed to these results?
- How might you use the SLO results to inform your goals for next year?
- Which colleagues could you learn from, either through discussions or observations, about helping students meet these standards?
- Which colleagues could you support with the lessons you learned from this year?
- Did any students greatly exceed their targets?
 - Do those students have common characteristics (e.g., baseline performance, gifted and talented or special education status, or students who received interventions)?
- Which students did not meet their growth targets?
 - Do those students have common characteristics?
- How could you use these results to inform goals, instruction, and professional learning plans for next year?

Appendix E. SLO Frequently Asked Questions

Last update: June 2016

General Questions

Q. Must all teachers have two student learning and growth measures?

A. Yes. According to the Rule that governs State law (Chapter 508 of Title 20-A of the Maine Revised Statutes,) “multiple measures of student learning and growth must be used for each educator being evaluated.” When it becomes available, data from the State-mandated standardized test will be used in relevant content areas for the pre- and post-assessment for at least one of the three required SLOs in the cycle.

Q. Who approves SLOs?

A. District-determined evaluators review and approve SLOs.

Q: To what extent may a district or school administrator mandate components of the SLO (assessment tools, growth targets, content area, etc.)?

RSU 19 recognizes the importance of balancing overall requirements with district and school needs and trusts its educators to use their professional judgment to make informed decisions. The SLO Framework outlines specific decisions that districts can make related to the SLO process. In some cases, districts may allow school administrators to also make certain decisions related to the SLO process.

Q: Can the district require the use of team SLOs with shared attribution or another collective measure of student growth?

A. Districts may require one of the SLOs to be a team SLO with shared attribution of students. According to State law (Chapter 508 of Title 20-A of the Maine Revised Statutes), “In recognition that a student’s academic achievement may be affected by teachers other than the student’s teacher of record, a PE/PG system may include academic achievement of students outside the teacher’s instructional cohort. Any use of such collective measures must: A) Be agreed to by teachers to whom it will be applied, under the agreement process set forth in the PE/PG system plan; and B) Comprise not more than one-fourth of the total student growth measure.” Otherwise, the administrator or administrative team might set parameters for the SLO based on building or district priorities.

Q. If the teacher provides instruction for multiple courses, how does the teacher select the course for the SLO?

A. Districts and schools may specify the courses for which teachers should write SLOs.

Principals will have discretion over whether they advise teachers to select a course with the most sections or a course with the greatest student needs. In general, teachers with multiple courses should consider writing an SLO for a core subject before a non-core subject or elective course.

Q. How do I write SLOs as a teacher of students with special needs?

A. Teachers of students with special needs will follow the same SLO guidelines and procedures as other teachers. All teachers, including but not limited to those working with students with special needs, will consider the unique needs of students when selecting standards, identifying an appropriate assessment, and setting growth targets. Teachers of students with special needs are encouraged to include relevant student background information in the Student Demographics and Needs Assessment section of the SLO to help evaluators understand the classroom context and how that informed the growth targets.

Q. Is a growth target similar to an IEP goal?

A. SLO growth targets and IEPs are similar in that they both set goals for students designed to meet student need using baseline data. SLO growth targets can be differentiated for students, but they are different from individualized education programs (IEPs) or individual student goals in that a whole course or classroom of students is targeted and assessed.

Q. How do teachers in alternative settings develop SLOs?

A. Teachers in alternative settings often work in unique situations that may make it difficult to set a meaningful goal for a single group of students for an extended period of time. Teachers in such settings should work with districts and administrators to determine a solution that will make sense with the configuration of their classes and the degree of turnover in their student population. For example, a teacher in alternative setting may need to set growth targets for a particular group of students for a shorter period of time than a semester.

Q. Does a teacher have to write an SLO for each course taught?

A. No. The teacher's two SLOs might involve different courses, but there is no requirement to have an SLO for each course taught.

Q. If a teacher writes two SLOs for the same course or class of students, can the standards in the two SLOs overlap?

A. If the same group of students is included in two SLOs, the content of the two SLOs should differ. For example, a teacher cannot have one SLO that focuses on all the informational text standards for her Grade 4 reading students and then a second targeted SLO that focuses on the craft and structure subset of informational text standards with eight of her Grade 4 reading students; this would result in the teacher being doubly rewarded or penalized for those eight students' growth on craft and structure informational text standards.

Q. What if students in the student population are absent frequently? Will they be excluded from the calculation of the SLO score?

A. Section 7 of the proposed state regulations (<http://www.msmaeb.com/Stories/proposed-language.pdf>) stipulates that students may be included in measures only if they are present "80% of the scheduled instructional time for that course or learning experience with that teacher." It is strongly recommended that teachers clearly document student absences throughout the year.

Q. Are there instances when students will be excluded from an SLO because of unique circumstances?

A. Administrators may use their professional judgment and determine if a student should be excluded from calculations of the SLO score. Teachers are responsible for identifying a student as eligible for exclusion and discussing that student with administrators prior to the administration of the post-assessment. After the post-assessment has been administered and during the SLO scoring conversation, a teacher may request an exemption and the administrator will use professional judgment to determine if that student should be excluded from the SLO score calculation. Students is eligible for exclusion in the following circumstances:

- The student was absent for 20% or more of the interval of instruction. State regulation stipulates that students can be included in student growth measures only if they are present for 80% or more of the instruction that occurs between the pre-assessment and post-assessment. Students who do not meet this criterion **must** be excluded from the SLO scoring. This also pertains to students who joined the course late and were not present for 80% of the interval of instruction.
- The student experienced a significant disruption in his or her education. Circumstances include but are not limited to homelessness, extended illness, change in foster care, natural disaster, and death in the family.
- The student is in his or her first year of ESL status.

Q. Can teachers exclude students from the SLO?

A. The student population of the SLO should include all students in that course. In rare cases, a school administrator may exclude students for extenuating circumstances.

Q. Do teachers have to administer a pre-assessment?

A. Regulations specify that student growth must be based upon growth between a pre-assessment and a post-assessment. The pre-assessment does not, however, have to be administered in the current school year. The pre-assessment could be an end-of-course assessment from the prior year.

Q. Should teachers consider only data from standardized tests when conducting a needs assessment?

A. The creation of SLOs should be informed by data from multiple data sources, including, but not limited to, standardized tests, portfolios of student work, and district-created assessments.

Q. Can teachers use data that is two or three years old in the needs assessment?

A. Yes. Trend data can provide valuable information. Data on how current students have performed in the past can alert teachers to areas where students have persistently struggled over time. In addition, data on how students historically have performed in the teacher's class can help the teacher identify important content or skills that the teacher may want to focus on during the year. However, growth targets should be set based on recent pre-assessment data, not solely historical or trend data.

Q. Should teachers include student names in the SLO?

A. Teachers should maintain the privacy of their students when possible. It is acceptable to summarize your students' needs overall, but not to call attention to specific students. For example, a teacher may mention that she or he has three students with IEPs (dyslexia, emotional disturbance, and concomitant disorders) and two homeless students, but the teacher cannot say that John, Mary, and Skylar have IEPs and that Lisa and Eric are homeless.

Summative or Post-assessment

Q. What types of assessments can we use in our SLO?

A. Assessments used in SLOs can be pencil-and-paper tests or performance tasks graded with rubrics. Assessments can be vendor-created or teacher-created, but all assessments should follow the guidelines for assessments.

Q. Do teachers need to attach copies of the assessment to the SLO?

A. Teachers must include a copy of any teacher-created assessments with the SLO when they submit it for approval, unless the assessment has been pre-approved by the district.

Q. How do we assess students with disabilities?

A. Assessments should be designed to assess as many students as possible. In most cases, students with disabilities should be assessed using the same assessment as students without disabilities. All students with individualized education programs and 504 plans should receive the modifications and accommodations specified on those plans.

Growth Targets

Q. How do teachers set growth targets for their lowest-performing students?

A. All targets should be developmentally appropriate. Expecting a student to demonstrate three years' worth of growth in one year may be very difficult and not developmentally appropriate. Teachers may need to set a goal for a student that is below what is considered "proficient" in order to ensure that the goal is developmentally-appropriate for the student. In some cases, however, more than a year's worth of growth is both possible and necessary to close the achievement gap. When determining appropriate growth targets, teachers should consult with colleagues, curriculum directors, administrators, special educators, and instructional coaches.

Q. Can teachers revise the growth targets after the SLO has been approved?

A. Teachers may revise growth targets only in extenuating circumstances. Districts have discretion to determine whether a teacher may or may not revise growth targets. Sample extenuating circumstances are changes in teaching assignments, changes in student population, maternity or extenuated leave, natural disasters, and extensive storm days. Any changes to the SLO growth targets after the SLO has been approved must be made prior to the midpoint of the course and be approved by a school administrator.