

WHAT ARE SLOs?

What is AISD REACH?

AISD REACH, the Austin Independent School District's strategic compensation initiative to support and reward teachers based on classroom success, is a forward-thinking effort developed and designed to advance the District's efforts to recruit and retain the very best teachers and principals for Austin's schools. Student Learning Objectives are one component of the program, and the focus of this manual. For further details on other components of the REACH initiative, please go to <http://www.austinisd.org/inside/initiatives/compensation/>. An overview of all REACH stipends can be found on the next page.

What are REACH Student Learning Objectives?

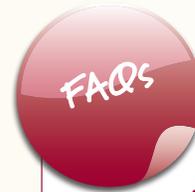
Student Learning Objectives (SLOs) are targets of individual student growth that teachers set at the start of the course and strive to achieve by the end. These targets are in specific areas within state or national standards that have been identified as a high need based on a thorough review of available data. All SLOs are set and approved after collaboration and consultation with colleagues and administrators. Teachers will each create two SLOs and receive financial incentives for meeting one or both of these goals at the end of the school year. In addition to the information in this manual, there are videos and other supporting documents available at <http://www.austinisd.org/inside/initiatives/compensation/slos.phtml>

Why write Student Learning Objectives?

Research has shown a strong correlation between setting and working toward rigorous, targeted goals and student achievement. SLOs provide both a framework for that process and a reward for achieving exemplary student growth.

What are the financial incentives?

SLO stipends are paid for successfully meeting the **Growth Target** in each SLO separately. The amount is dependent upon whether it is a team or individual SLO. The team stipend amount is \$2,000 per team member, and the individual stipend amount is \$1,500. Stipends are paid for SLOs that meet all of the requirements for rigor, verifiability and accountability outlined in this manual and following approval from both your principal and the SLO Team.



Are SLOs required, and for whom?

Yes, SLOs are a campus initiative and are therefore a requirement. **All teachers, librarians, counselors, instructional coaches and assistant principals who are assigned to a single REACH campus for at least 50% (.5 FTE) are required to write two SLOs.** If you are not sure about your eligibility, please contact a member of the **REACH Team**.

What if I don't write SLOs?

Failure to complete the entire SLO process for both SLOs will result in a loss of all REACH stipends, as well as possible campus consequences (PDAS evaluation, etc.)

For further information regarding program requirements, please see the "SLO Guidelines" section of the manual.



Denver Public Schools

Welcome to Student Growth Objectives

Our Board of Education has set ambitious goals for our students over the next 5 years. Improving student performance is the single most important job of Denver Public Schools and every educator in our district. In order to meet those goals, we must all join together and work with a laser-like focus on student achievement. Improving the practice of setting rigorous Student Growth Objectives (SGO's) will help us move our students in the right direction.

The practice of setting student growth objectives is the cornerstone of the district's emphasis on using assessment results to guide instruction. Research has found that educators who set high quality objectives, as defined by the rubric in the SGO Handbook, often realize greater improvement in student performance.

Teacher objective setting is a collaborative activity between principals and teachers. Experience and research show that the objective-setting process has the greatest impact on student learning when teachers and principals use it to think through the classroom practices that are having a positive impact on student growth. Initially, the conversation creates focus. Throughout the year, it leads to reflection on student academic progress and classroom practice. At the end of the year or semester, it provides an opportunity for teachers and their principals to sum up how well students have done.

When teachers and principals collaborate to set objectives, the process is based on a reasonable and routine procedure. Principals are to make every effort to ensure that it is uniform for all faculty members, and through professional conversation with faculty members, focused on educational expectations for the upcoming year. Setting objectives also offers teachers and student services professionals an excellent opportunity to collaborate with their peers and supervisors through the discussion of student needs, appropriate assessments, and instructional strategies.

This year we want to place a renewed focus on developing rigorous SGO's. It can and will make a difference for the students of the Denver Public Schools.

Source: <http://sgoinfo.dpsk12.org/>



Alternative Education Program

Federal Programs

GAPPS Analysis

Governor's Honors Program

Professional Learning

School Improvement

Teacher and Leader Effectiveness

Student Learning Objectives

A vital component of the Teacher Keys Effectiveness System is Student Growth and Academic Achievement. For teachers of tested subjects, this component consists of a student growth percentile measure. Tested subjects include reading, English language arts, mathematics, science, and social studies for grades 4-8 and all high school courses for which there is an End-of-Course Test (EOCT).

Non-tested subjects include all courses not listed as tested subjects. Approximately 70-75% of all teachers teach non-tested subjects for at least some portion of the instructional day. For teachers of non-tested subjects, this component consists of the Georgia Department of Education approved Student Learning Objectives (SLOs) utilizing district-identified achievement growth measures.

Student Learning Objective Overview

What is a Student Learning Objective (SLO)?

A vital component of the Teacher Keys Effectiveness System is Student Growth and Academic Achievement. For teachers of tested subjects, this component consists of a student growth percentile measure. Tested subjects include reading, English language arts, mathematics, science, and social studies for grades 4-8 and all high school courses for which there is an End-of-Course Test (EOCT).

Non-tested subjects include all courses not listed as tested subjects. Approximately 70-75% of all teachers teach non-tested subjects for at least some portion of the instructional day. For teachers of non-tested subjects, this component consists of the Georgia Department of Education (GaDOE)-approved Student Learning Objectives (SLOs) utilizing district-identified achievement growth measures.

District determined SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

Purpose of SLOs

The primary purpose of SLOs is to improve student achievement at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher's instructional impact on student learning. The process of setting and using SLOs requires teachers to use assessments to measure student growth. This allows teachers to plan for student success by ensuring that every minute of instruction is moving students, teachers, and schools toward the common vision of exemplary instruction and high levels of student academic growth.

Essential SLO Components

Focus on student learning

By focusing on student learning, SLOs help teachers, principals, and districts pay close attention to the annual academic progress made by students (particularly those in non-tested subjects and grade levels). District-determined objectives are set using baseline data and are written with the expectation that student learning in each classroom will be measured against baseline data. Only those topics that clearly state expectations for student learning growth are to be included in objective setting. A teacher's professional growth objectives are not to be included.

Aligned with curriculum standards

SLOs must correlate with the Georgia Performance Standards (GPS), Common

Core Georgia Performance Standards (CCGPS), or other national standards for the course being taught. District-selected standards should warrant the year-long or course-long focus of the students and teachers. They should be rigorous, measureable, and should deepen and extend knowledge for all students in the class/group/course. Each SLO must specify the exact course, subject, grade level, and set of standards for which it was designed.

Interval of instructional time

The interval of instruction is the length of time during which the SLO will be completed. Districts should determine the pre and post-assessment administration windows for each SLO. The majority of SLOs should be written for the entire length of the course being taught. However, the nature of specific courses may require that the pre-assessment not be given at the very first of the instructional period but should be administered a short time into the instructional period. For example, in a beginning band class, students may need to learn to position and use their instruments before the progress on music standards can be pre assessed. For the majority of teachers, the instructional period is the full academic year. However, for teachers with courses that span only part of the academic year, the instructional period will be the duration of that course, (e.g., a semester). The interval cannot change once approved.

Scope of SLOs

It is a district decision as to whether the SLO comprehensively addresses all standards taught in each course or if it addresses a prioritized set of standards. If a district chooses a set of prioritized standards, teachers are expected to address the entire curriculum and not exclude standards not assessed in the SLO.

Measureable objective

A measureable objective is one that quantifies growth in student learning, typically based upon the results of administration of pre- and post-assessments. Pre and post assessment scores are reported for each student in each teacher's class.

Assessments and measures

An assessment is the instrument used to measure student learning of the objectives chosen. Each SLO must have a pre-assessment and post-assessment measure. Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. Therefore the type and format of assessments will vary based on the standards to be measured. Careful attention must be paid to how progress in relation to a given set of standards can most effectively be measured.

Integrity of SLO process and results

Opportunities to misrepresent student data or inappropriate interactions with students to affect pre and post-assessment results may be minimized by:

- 1- The use of signed assurances (SLO Manual - Appendix A)
- 2- On-going, systematic triangulation of formal and informal data by administrators/evaluators (observations, report card grades, tests, walk-throughs, documentation of teacher work). SLO data should be somewhat consistent with other student data.
- 3- Collaborative planning of groups of teachers around SLOs results/implementation
- 4- Utilization of Georgia Public Domain SLOs and assessments
- 5- Use of electronic item bank (under development)
- 6- Use of interchangeable passages, scenarios, numbers, etc. in assessment items
- 7- Increased use of performance tasks
- 8- Checking for inter-rater reliability of ratings; employ the use of sampling to ensure consistency of raters

Student Learning Objectives Resources

[SLO Operations Manual October 2012](#)

[SLO Measures - Frequently Asked Questions](#)

[SLOs for Teachers - Frequently Asked Questions](#)

[SLO Roles and Responsibilities](#)

[List of Phase II SLOs and Submission Criteria](#)

[Teacher SLO Data Submission Form](#)

[Pre-K SLO Frequently Asked Questions](#)

[Superintendent's Reference Guide to TKES and LKES](#)

[SLOs: District Leadership Guide](#)

[SLOs: A Guide for Principals](#)

[SLOs: The Basics for Teachers](#)

[Addressing SLO Challenges and Concerns](#)

An example of the SLO form and example SLO statements can be found by following these links:

[SLO Example Form](#)

[2012 AP Government and Politics SLO](#)

[2012 Grade 2 Reading SLO](#)

Departments

- Organization Structure
- Curriculum, Instruction and Assessments
- External Affairs and Policy
- Finance and Business Operations
- Race to the Top (RT3)
- School Improvement
- School Turnaround
- Technology Services

Programs & Initiatives

- Career Clusters/Pathways
- Charter Schools
- Career, Technical, and Agricultural Education

Data & Reports

- Career, Technical, and Agricultural Education Reports
- Financial Reports
- School Reports
- Adequate Yearly Progress (AYP)
- MyGaDOE Login

Learning & Curriculum

- GeorgiaStandards.org
- Standards & Curriculum
- Testing/Assessment

GaDOE

- About Us
- Policies
- State Board of Education
- Working at GaDOE
- Employee Login

[Terms of Use](#)