# San Antonio ISD
# Student Learning Objectives

**2022-2023 Teacher Training**

# Commonly referred to as SLOs, Student Learning Objectives are…

- A way to measure student learning over the course of the year based on:

  - Student growth goals
  - Set by teachers
  - Focused on a foundational student skill that is developed throughout the curriculum
  - Tailored to the individual student
  - Designed to help teachers better understand the impact of their pedagogy
  - For the purposes of measuring student growth and refining a teacher's instruction
  - Developed in collaboration with the teacher and principal based on district guidance

# MTI 3.0 Eligibility



Requirements

- Teacher in position for minimum of compensated 90 days (equivalent to one semester) for 100% or 180 days at 50-99% attendance
- One year of TTESS with 3.5 minimum average
- Students present during Fall and Winter Roster
- Minimum of 10 students with 70% attendance
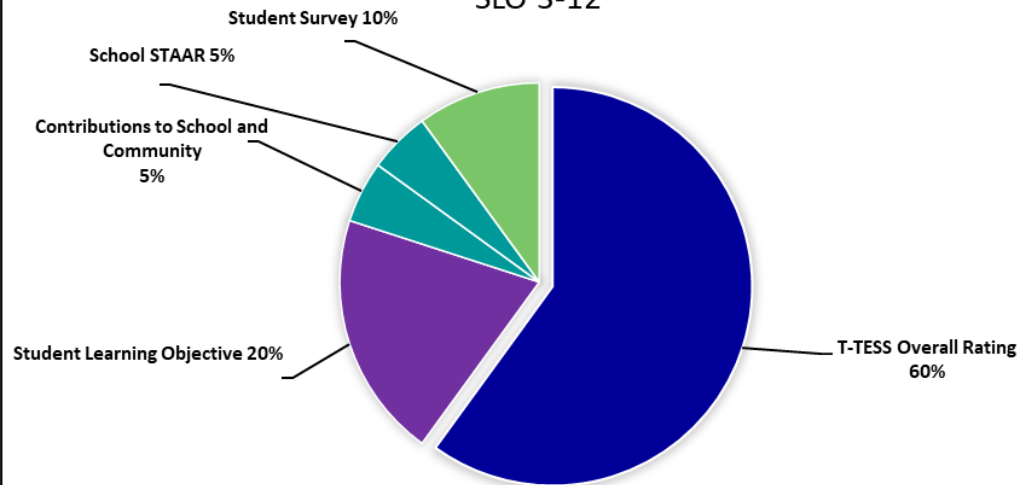- Teacher role of 087

Testing Security

- Treating the assessment administration with similar protocols to STAAR/EOC
- Data must be valid and reliable
  - Data Validation
  - 11 Validation checks
  - Comparison groups across campuses and districts
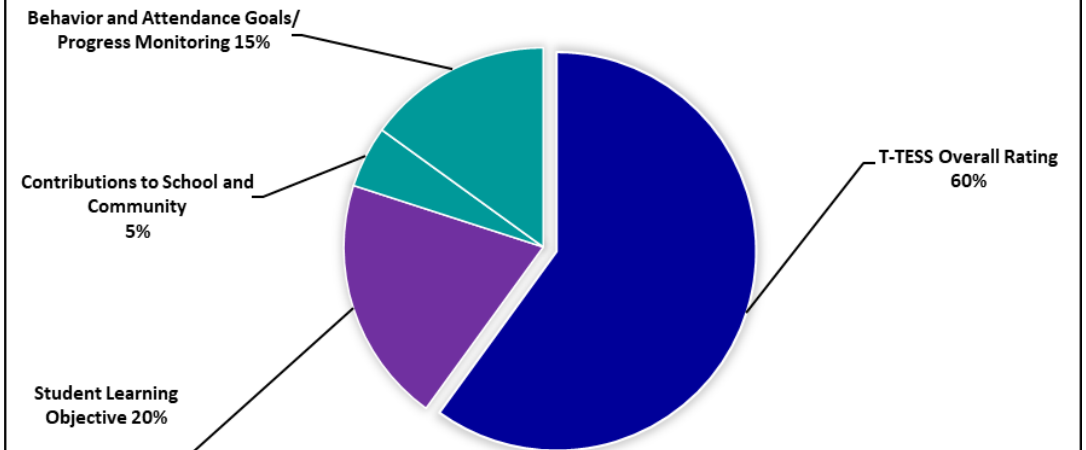
# SLO Category Weightings

# MTI 3.0 Designation Timeline
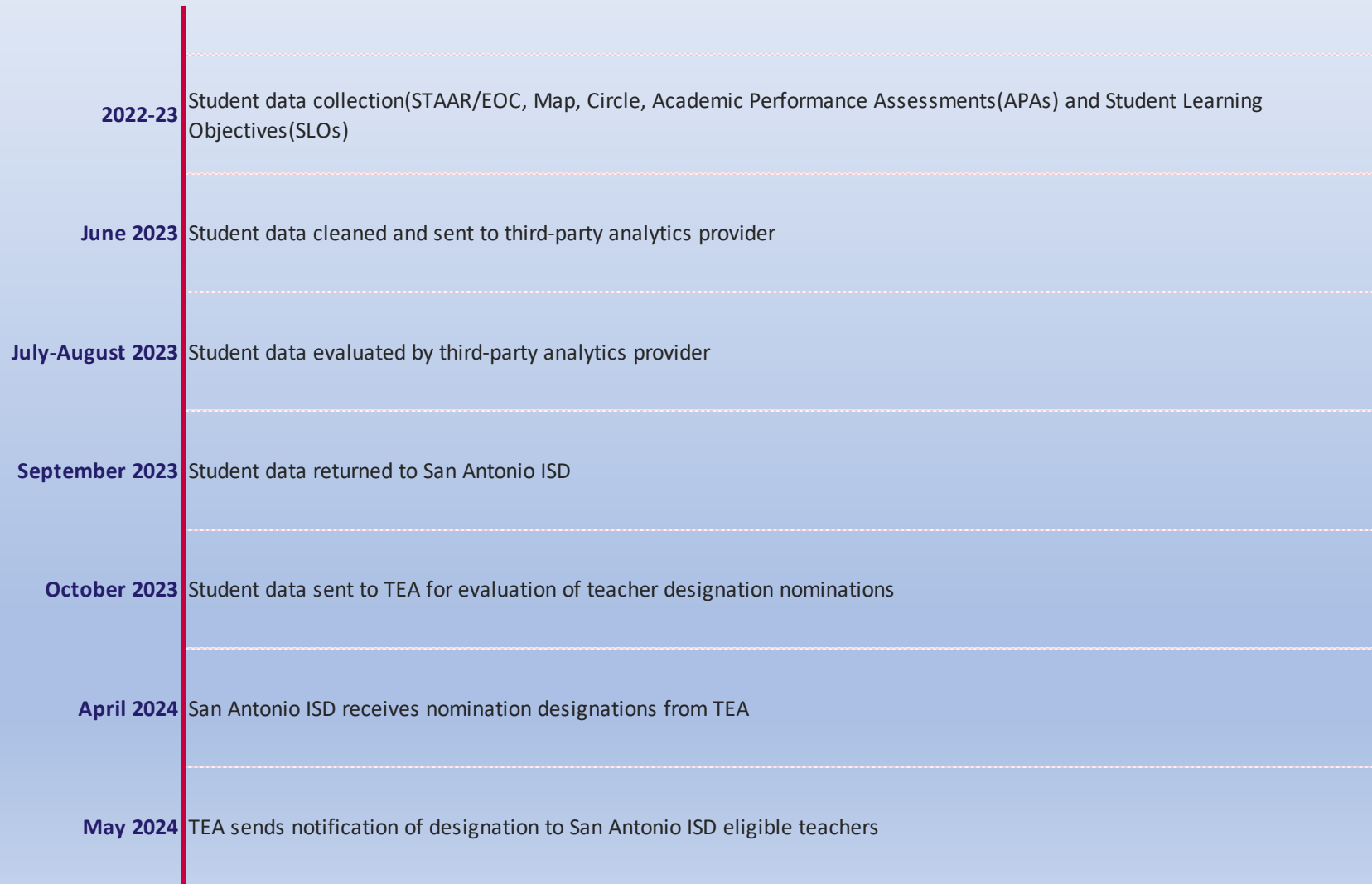
**2022-23** Student data collection(STAAR/EOC, Map, Circle, Academic Performance Assessments(APAs) and Student Learning Objectives(SLOs)

**June 2023** Student data cleaned and sent to third-party analytics provider

**July-August 2023** Student data evaluated by third-party analytics provider

**September 2023** Student data returned to San Antonio ISD

**October 2023** Student data sent to TEA for evaluation of teacher designation nominations

**April 2024** San Antonio ISD receives nomination designations from TEA

**May 2024** TEA sends notification of designation to San Antonio ISD eligible teachers

# Student Growth Goal-Changes for 2022-23

- With the new TTESS update, teachers will select a Student Growth Measure(STAAR/EOC/MAP/Circle/APA/SLOs) in the system and:
  - o Teachers aligned with one of these measures will not need to complete a Growth Goal or provide EOY data for the growth measure (Eligible for MTI 3.0);
  - o Teachers will not need growth data to complete their EOY
  - o Teachers who are <u>not</u> aligned with one of the Student Growth Measures will complete the Student Growth Goal within that section in Performance Matters(Ineligible for MTI 3.0)
  - o The Student Growth Measure is different from the Professional Practice Goal in that the PPG is related to what areas of improvement they are seeking and not related to their Student Growth Measure, i.e.- increased use of Flipgrids, etc.
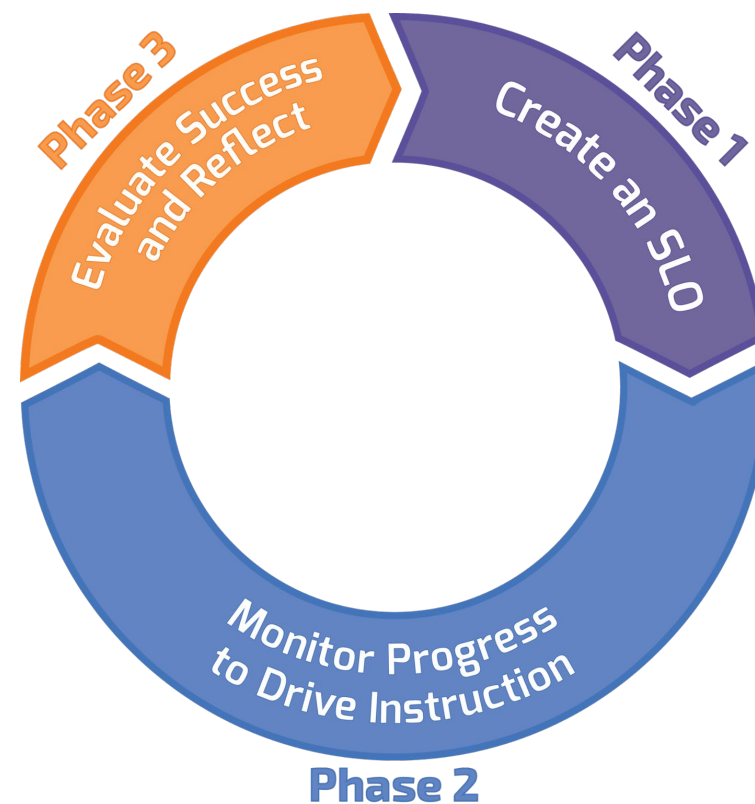
# Creating the SLO

1. Identify the focus area of the SLO.

2. Develop the SLO Skill Statement for the content area/subject.

3. Determine what led to the decision to focus on this content area/subject and the SLO Skill Statement.

4. List the content area or subject TEKS that correspond to the most important skills.

5. Identify expected student outcomes by the end of the instructional period. (i.e., quarter, semester, year)



Phase 3
Evaluate Success and Reflect

Phase 1
Create an SLO

Monitor Progress to Drive Instruction

Phase 2

# District Created and District Guided SLOs

If a teacher is in **Category E or Category G** (see previous slides), student growth is measured by an SLO
- Each teacher needs **only one SLO**
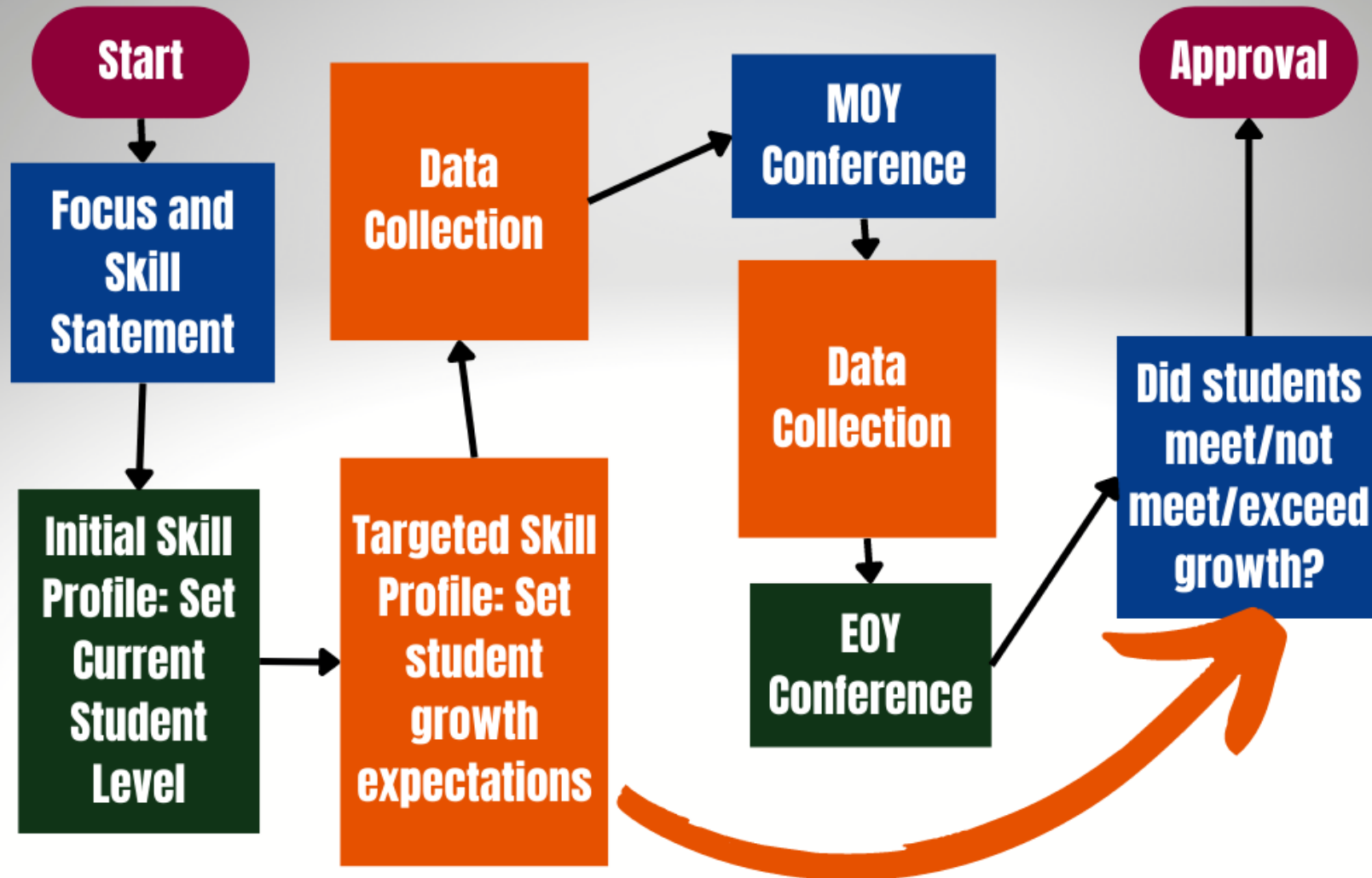- If a teacher teaches a course with a District-Created SLO, this is the SLO they will use

**District-Created SLOs**
- SLOs developed by SAISD central office
- SLOs will contain district approved descriptors and types of growth evidence to be utilized by the teacher
  - Teachers will have the option of adding additional growth measures to include in the body of evidence

**District-Guided SLOs**
- SLOs written by the teacher, within SAISD and TEA SLO guidelines
- If they do not teach any courses with a District-Created SLO, they will write their own SLO under district guidance.
- Over time, SAISD will continue to develop more District-Created SLOs and phase out District-Guided SLOs
- District department leads will be contacting you with additional information for collaboration sessions and training
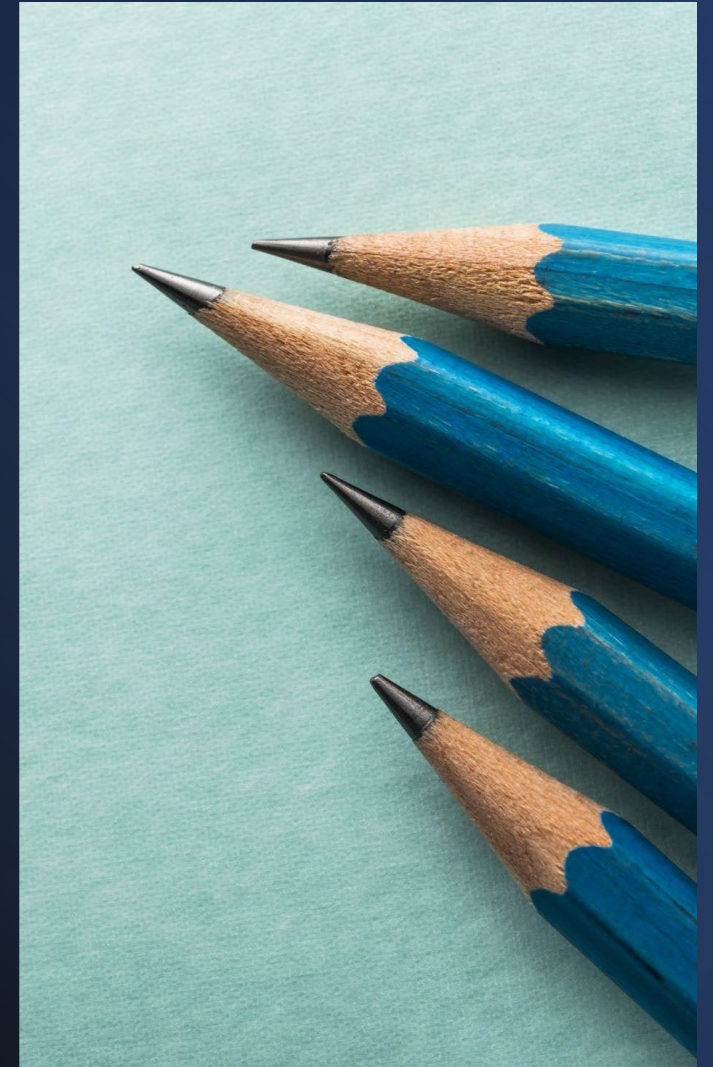
# Student Learning Objective

# SLO Course and Class Selection

For elementary generalists, this will be the whole class.

For elementary departmentalized teachers <u>or</u> secondary teachers, this will be the most representative class.

- Teachers should ask themselves, *"Which class best represents the diversity in skill levels and challenges from among other classes I could have selected?"*

- It would be best to avoid selecting classes that are unique for a particular reason (i.e., particularly high- or low-performing students).

# Starting the SLO

**Complete fields not pre-filled by district staff**

- **Focus**
  - Identify the content area the SLO will cover

- **Skill Statement**
  - Contains the most important skills students develop in the course
  - Can impact not only this course but other courses both in this current year and beyond
  - Persists throughout the course
  - Will be found in multiple TEKS

- **Rational**
  - What lead to the decision to focus on this content are/subject and SLO skill statement
- **TEKS**
  - Determine which key standards are aligned to the focus

# Example Skill Statements

| Focus Area | Skill Statement |
|---|---|
| Principles and Elements of Art | Students will use the elements and principals of design to create individual drawings that apply the five key principals of observational drawing: a) lines, b) spaces and shapes, c) relationships, d) lighting and shading, and e) composition. |
| Expository Writing | Students will apply the steps of the writing process (plan, draft, edit, publish) to craft well organized essays on informational texts. |
| Using primary and secondary sources from informational texts | Students will be able to use at least two primary or secondary sources to write an informative essay that conveys information clearly and accurately through effective selection of information, organization and analysis of content. |

# Initial Skill Profile (ISP) and Body of Evidence

## ISP

Picture the typical skill level of your students. How would you describe their entering skill level associated with your SLO Skill Statement?

1. Write that description in the middle block of the chart called the Initial Skill Profile.
2. Envision your highest-performing students and describe their entering skills in the top box.
3. Next, think about the lowest-performing students and describe their entering skill level in the bottom box.
4. Then, fill in the gaps just above and just below typical skill levels.

## Evidence (Pre-Assessments)

The goal is to describe students' current skill level at the beginning of the course for the skill in question in the SLO.

- Quizzes, Unit Assessments, District Formative Assessments, Teacher-created Assessments/Pre-Tests, Student Work Products including writing samples, lab reports

- Historical and current student data

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**Step 2: What do I think my students will be able to do?**

*Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").*

| Initial Student Skill Profile | | |
|---|---|---|
| SLO Skill Statement | | |
| **Level** | **Descriptors** | **Number of Students in this level** |
| Well above typical skill | | |
| Above typical skill | | |
| Typical skill | | |
| Below typical skill | | |
| Well below typical skill | | |

a. Who will be included in your SLO?

*When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.*
- *Elementary classroom teachers: select your entire class.*
- *Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).*

b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

c. Match your current students to the descriptions in the Initial Student Skill profile.

i. List the total number of students at each level in the right hand column above, and

ii. Record the level for each individual student on the Student Growth Tracker.

iii. Check here when both tasks are complete: ☐

# Initial Skill Profile Example

- Descriptors must be aligned with the foundational skills of the course
- Ensure there is clarity in the descriptor levels
- Pre-assessments used for ISP placement should be aligned with the foundational skill and match with the descriptors
- Map students to the descriptors based on the pre-assessments
- Record the data in the Student Data Tracker (Performance Matters)

| Initial Student Skill Profile | | |
|---|---|---|
| **Skill Level** | **Descriptors** | |
| Well above typical skill | *Student selects and uses tools, materials, and questions to investigate the natural world, following methods prescribed by the teachers, and using critical thinking skills to analyze, evaluate, and report findings.* | |
| Above typical skill | *Student selects and uses tools, materials, and questions to investigate the natural world, following methods prescribed by the teacher, and uses basic logic to analyze findings.* | |
| Typical skill | *Student selects and uses tools, materials, and questions to investigate the natural world, following methods prescribed by the teacher and uses basic logic to provide explanations for some observations.* | |
| Below typical skill | *Student selects and uses tools, materials, and questions to investigate the natural world, following methods prescribed by the teacher, but does not attempt to explain findings.* | |
| Well below typical skill | *Student is unable to select and use tools, materials, and questions to appropriately investigate the natural world.* | |

# Targeted Skill Profile

**Step 3: What are my expectations for these students?**

a. Use information about how students mapped to the Initial Student Skill Profile to describe the expect
five levels, that student will be expected to demonstrate at the end of the year. In other words, what
that will describe what high, average, and low performers will be able to do at the end of the course?
Targeted Student Skill Profile below

*The profile should describe your expectations for what this particular group of students' performance
end of the interval. For example, the description at the middle level describes what you expect to be a
the end of the interval.*

| Targeted Student Skill Profile | |
|---|---|
| **SLO Skill Focus** | |
| **Level** | **Expectations** |
| Well above typical skill | |
| Above typical skill | |
| Typical skill | |
| Below typical skill | |
| Well below typical skill | |

Describes your expectation for student growth

TSP descriptors will should not match the ISP descriptors

The descriptors for each skill level should be more challenging, and reflective of what students should be able to know and do at the end of the year

Considerations

The students' level on the ISP will clearly determine expectations for growth

Review student data and clustering patterns from the ISP to determine growth expectations

Historical data; i.e. - Attendance and grades

# Targeted Skill Profile Example

- Descriptors must be aligned with the foundational skills of the course

- Ensure there is clarity in the descriptor levels

- Map students to the descriptors based on the ISP and foundational skill

- Record the data in the Student Data Tracker(Performance Matters)

- "Does the targeted skill level I have identified for this student describe significant growth for him or her compared to their beginning of the year skill level?"

  - If that answer is yes, then the target is reasonable
  - Focusing on the descriptors you created will help with that determination

| Targeted Student Skill Profile | |
|---|---|
| SLO Skill Statement | SLO Skill Statement- Students will be able to analyze information from multiple pieces of evidence, draw accurate conclusions about their findings and justify their conclusions both verbally and in writing. |
| **Skill Level** | **Expectations** |
| Well above typical skill | Student is able to justify verbally and in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. Student is able to make a connection using a real world example and the conclusion from their evidence and includes the scientific principle. |
| Above typical skill | Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing. Student is able to use the evidence to make a connection between their conclusion and a real-world example. |
| Typical skill | Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing. |
| Below typical skill | Student is able to justify verbally and/or in writing an accurate conclusion of their findings using isolated facts from one piece of evidence. |
| Well below typical skill | Student is able to justify verbally and/or in writing the conclusion of their findings using isolated facts from one piece of evidence. Conclusion may be inaccurate and supported with irrelevant evidence. |

# Target Skill Profile Cont.

What evidence did you use to established the targeted skill level?

- Current class work/projects/tests & quizzes
- Historical data
- Attendance
- Grades in other related classes
- Test histories (where relevant)
- ISP Placement

# How the ISP and TSP Compare

## TSP Compared to ISP

### Initial Skill Profile

**Below Typical Skill**

Students can comprehend grade level informational texts but struggle to summarize the most significant information.

**Well Below Typical Skill**

Students struggle to comprehend grade level informational texts and are generally unable to summarize the most significant information.

### Targeted Skill Profile
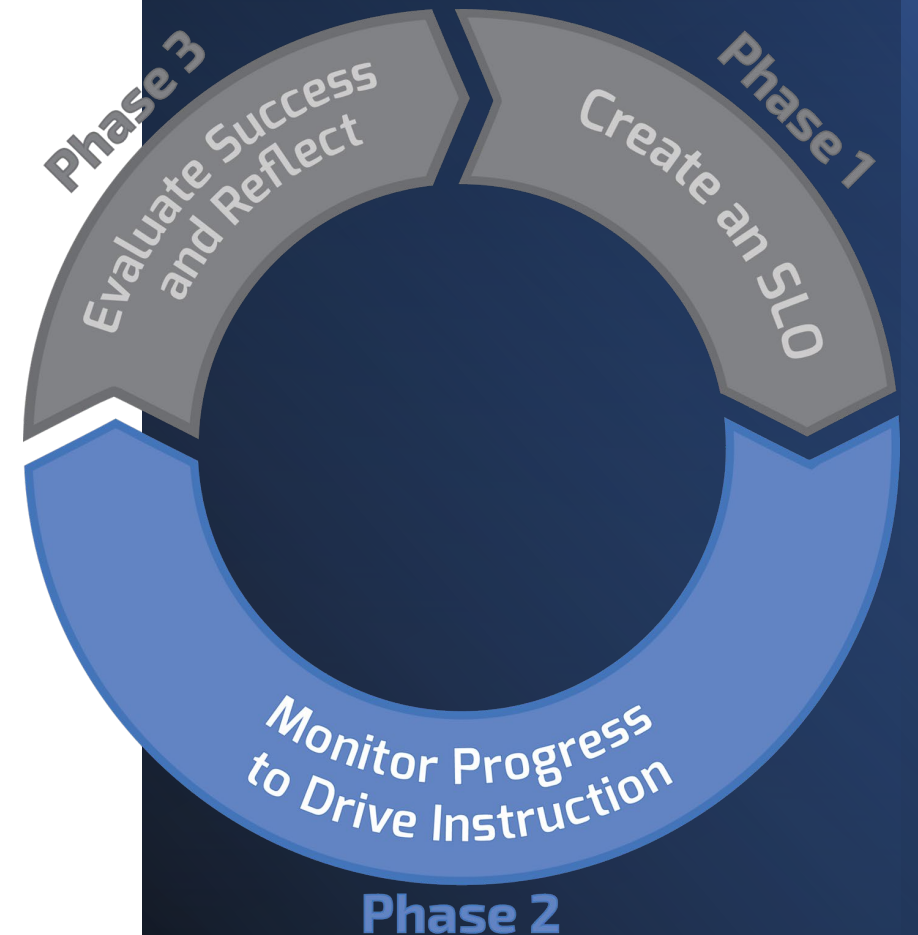
**Below Typical Skill**

Students can draw accurate conclusions most of the time from grade-level informational texts and attempt to support conclusions with textual evidence, but the evidence isn't always appropriate.

**Well Below Typical Skill**

Students can draw accurate conclusions some of the time from grade-level informational texts, but don't attempt to support conclusions or, when prompted, support conclusions with inappropriate evidence.

STUDENT LEARNING OBJECTIVES

101

# Sources of Data for the Body of Evidence

- Use a minimum of 5 items in the body of evidence
- Identified measures should align with the SLO Skill Statement
- Use enough sources of evidence to measure student's skill levels as they relate to SLO Skill Statement with confidence
- Ensure the assessment measure used represents an appropriate level of challenge for this class or grade
  - Are all items simply requiring recall, or do they ask students to analyze, evaluate, and synthesize too?
- Measure students' progress on the foundational skill
- Includes assignments/projects/work products that tie directly to the Skill Statement
- Does not include student work outside the scope of the foundational skill at the heart of the SLO
- Input evidence data in the Student Data Tracker

Phase 3 — Evaluate Success and Reflect

Phase 1 — Create an SLO

Phase 2 — Monitor Progress to Drive Instruction

# Student Growth Tracker

- Includes:
  - Initial Skill Profile Level
  - Targeted Skill Profile Growth Goal
  - Progress Monitoring Evidence
  - End of Year Student Skill Level
  - Representation of Growth

# Beginning of the Year Conference

In preparation for the meeting have the following ready:
- Completed SLO
  - ISP and TSP
- Examples of what will be included in Body of Evidence
- Student Growth Tracker
- Instructional planning calendars

# Mid-Year Check-in

- Required midpoint discussion provides teachers with the opportunity to review with their appraiser the progress students have made and receive feedback

- These meetings should be designed to coincide with other planned one-on-one conversations, post-observation conferences, or other informal discussions

- Gathering evidence of student progress, assessing progress on the Targeted Skill Profile, and recording progress on the Student Growth Tracker

- Review:
  - Student Growth Tracker
  - Student samples from the BOE
  - Student data
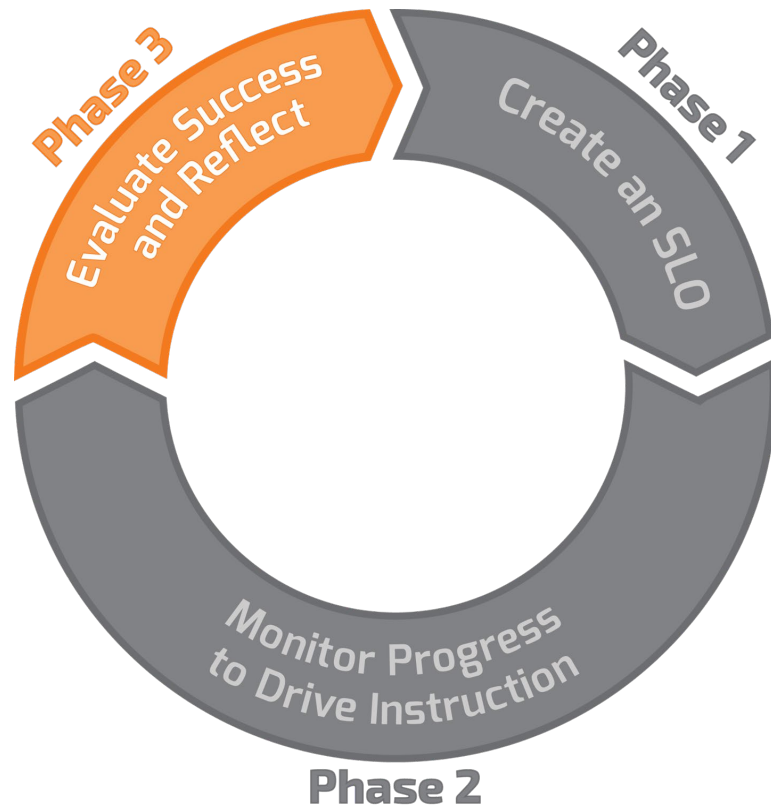
## Success Criteria

**Plan/Differentiate**
- Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals
- Challenges all students regularly
  - Uses evidence of student work/skill levels to drive planning

**Monitor and Adjust**
- Assesses student progress on SLO at least twice per semester
- Assessments are aligned to SLO Skill Statement in content and rigor
- Adjusts pedagogy and lesson plans based on assessment results
- Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement

# End of Year Evaluation



Phase 3
Evaluate Success and Reflect

Phase 1
Create an SLO

Phase 2
Monitor Progress to Drive Instruction

Preparation for the end-of-year discussion includes collecting the following documentation

1. Completed samples from the BOE

2. Review Student Growth Tracker

3. Review student growth placements

4. Determine if the student BOE justifies student growth placement

# Student EOY Skill Levels

- Teachers assess the end-of-year student skill level based on the Body of Evidence.

- Based on the BOE, to which skill level on the TSP does each student's work most closely align?

- Student work is used to determine the skill level on the TSP.

- Did students meet their targeted EOY skill level?

Did students grow and what did I learn from the process?

# EOY Conference

- Teachers record students' end-of-year skill level on the Student Growth Tracker and complete EOY Reflection in advance of EOY Conference
- The SLO EOY close-out should occur during the T-TESS EOY conference

**Student Learning Objectives Review & Approval**

*By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.*

| Comments | Decision |
|---|---|
| | ☐ Approved |
| | ☐ Revise and Resubmit |
| Teacher Signature | Date |
| Appraiser Signature | Date |

| Revision Comments (if required) | Decision |
|---|---|
| | ☐ Final Approval |
| Teacher Signature | Date |
| Appraiser Signature | Date |

# Student Learning Objective Evaluation Calendar


Important

| Dates | SLO Activity | Notes |
|---|---|---|
| **Beginning of the Year** | | |
| August 9-October 7 | SLO baseline growth measure window; Administer pre-assessment(s); Complete SLO for BOY Conference | Teachers completes all BOY activities and submits the SLO for district department review |
| August 9-October 7 | District Department Review and Approval | District department administrators review the SLO for completeness and accuracy |
| August 9- October 14 | Campus Appraiser Approval | Campus Appraiser will review and approve the BOY SLO activities |
| **Middle of the Year Progress Check-in** | | |
| January 3- February 24th | Appraiser review and approval | Campus Appraiser will review student progress with the teacher |
| **End of the Year** | | |
| April 3-May 19 | Final growth placement by teacher and SLO completion | Teacher will complete all SLO activities to include final placement and submit the SLO for the district department administrator for review |
| April 3-May 19 | District department administrator review | District department administrators review the SLO for completeness and accuracy |

# Key Points

Screen Resolution- may need to reduce Zoom to 75% to view student count in SLO

Teachers must have a minimum of 10 students to track the entire year.

This is not a group evaluation. Teachers will track individual student growth.

Per TEA, a minimum of 5 different pieces of evidence are required per student.

Appraisers will <u>not</u> make determinations on which teachers receive a designations.

# Resources and Information

saisd.net/MTIresources

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210-554-2630