

Student Learning Objectives (SLO) Overview for Special Education

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I can...

- I can explain what a Student Learning Objective (SLO) is.
- I can determine who must write an SLO and for what grade level/content area.
- I can write a target for an SLO.



What is an SLO?

100-Point Evaluation System for Teachers



**Student Learning Objectives as the
“comparable growth measure”**

NYSED SLO Framework

- **A student learning objective is an academic goal for a teacher's students that is set at the start of a course.**
- It represents the most important learning for the year (or, semester, where applicable).
- It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and district priorities.
- Teachers' scores are based upon the degree to which their goals were attained.

Source: Page 4 of *Guidance on the New York State District-Wide Growth Goal Setting Process: Student Learning Objectives*



NYSED SLO Framework

All SLOs **MUST** include the following basic components:

Student Population	Which students are being addressed?
Learning Content	What is being taught? CCSS/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
Evidence	What assessment(s) or student work product(s) will be used to measure this goal?
Baseline	What is the starting level of learning for students covered by this SLO?
Target(s)	What is the expected outcome (target) by the end of the instructional period?
HEDI Criteria	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?
Rationale	Why choose this learning content, evidence and target?



Who needs what?

100-Point Evaluation System: State 20%

Three types of teachers:

<p>If there is a State-provided growth measure for at least 50% of students</p>	<p>Will have State-provided growth measure (no SLOs)</p>
<p>If there is no State-provided growth measure for the course</p>	<p>Use only SLOs (no State-provided growth measure)</p>
<p>If there is a State-provided growth measure for less than 50% of students</p>	<p>Will have State-provided growth measure <u>and</u> will use SLOs</p>

Three Questions

- *What do you teach?*
 - *To whom?*
- *What do those students need?*

Start with the Roster

From Student Growth to Teachers and Principals

- In order for an educator to receive a growth score, he or she must have a minimum sample size of 16 student scores in ELA or mathematics across all grades taught.

Examples:

- A teacher has a self-contained classroom with 8 students who take the 4th grade ELA and math assessments; this teacher would then have 16 student scores contributing to his or her growth score.
 - A teacher has a class with 12 students in varied grades (4th, 5th, 6th) who take the ELA and math assessments for their respective enrolled grade level; this teacher would then have 24 student scores contributing to his or her growth score.
- If an educator does not have 16 student scores, he or she will not receive a growth score from the state and will not receive information in the reporting system.
 - Educators likely to have fewer than 16 scores should use student learning objectives (SLOs).
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Sample: 3rd Grade Self-Contained

Effective: 16 points (in range of 9-17 points)

- SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.

	SLO 1	SLO 2	SLO 3
Step 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 11/20 points • Effective 	<ul style="list-style-type: none"> • 20/20 points • Highly Effective 	<ul style="list-style-type: none"> • 20/20 points • Highly Effective
Step 2: (weight each SLO proportionately)	12 students / 31 TOTAL students = 39% of overall	12 students / 31 TOTAL students = 39% of overall	7 students / 31 TOTAL students = 22% of overall
Step 3: (calculate proportional points for each SLO)	11 points x 39% = 4 points	20 points x 39% = 8 points	20 points X 22% = 4 points
OVERALL GROWTH COMPONENT SCORE:		16 points	

Considerations for Special Education SLOs

Background

- Number of students in caseload may vary depending upon assignment
- Length of service may vary
- Content area focus may vary

Result

- May be difficult to determine which students to include in SLO
- May not have students for entire interval of instruction
- May not have all students identified by BEDS day

One Possible Option

Team or Group SLO

- May be appropriate when a teacher “pushes in” to the classes, co-teaches or works alongside the classroom teacher

School-Level SLO

- May be appropriate when teacher’s efforts impacts many students school-wide
- Teacher’s SLOs tied to performance on state assessments

Sample: Resource Room

New York State Student Learning Objective Template

This is a model school-wide SLO for a high school resource room teacher

<i>All SLOs MUST include the following basic components:</i>																																									
Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>The population will be all 411 students enrolled in Hometown High School courses that result in Regents exams.</p>																																								
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>The learning content for this SLO includes all of the NY State Learning Standards for Science and Social Studies, and the Common Core Learning Standards for English Language Arts and Literacy and Mathematics, associated with the classes resulting in Regents exams (English, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History and Geography, US History and Government, Living Environment, Earth Science, Chemistry, Physics).</p>																																								
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>September 2012 – June 2013 (one full academic school year)</p>																																								
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <ol style="list-style-type: none"> 1. Pre-assessments are based on scores on the Regents Exams from the previous year, historical data from the district, and these students' scores on previous Regents exams, where applicable. 2. Summative assessments will include the Regents exams in English, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History and Geography, US History and Government, Living Environment, Earth Science, Chemistry, Physics 																																								
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>Proficiency rates on these Regents Exams over the last year were as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2011</th> <th>2010</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Comprehensive English</td> <td>68%</td> <td>66%</td> <td>65%</td> <td>60%</td> </tr> <tr> <td>Integrated Algebra</td> <td>67%</td> <td>68%</td> <td>65%</td> <td>63%</td> </tr> <tr> <td>Geometry</td> <td>53%</td> <td>53%</td> <td>48%</td> <td>48%</td> </tr> <tr> <td>Algebra 2/Trigonometry</td> <td>38%</td> <td>37%</td> <td>36%</td> <td>35%</td> </tr> <tr> <td>Global History & Geography</td> <td>54%</td> <td>52%</td> <td>51%</td> <td>49%</td> </tr> <tr> <td>US History and Government</td> <td>75%</td> <td>76%</td> <td>72%</td> <td>70%</td> </tr> <tr> <td>Living Environment</td> <td>59%</td> <td>56%</td> <td>57%</td> <td>56%</td> </tr> </tbody> </table>		2012	2011	2010	2009	Comprehensive English	68%	66%	65%	60%	Integrated Algebra	67%	68%	65%	63%	Geometry	53%	53%	48%	48%	Algebra 2/Trigonometry	38%	37%	36%	35%	Global History & Geography	54%	52%	51%	49%	US History and Government	75%	76%	72%	70%	Living Environment	59%	56%	57%	56%
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What about “pre-assessments?”

- Difficult to administer and use to set targets when based on the NYS assessments
- Question should be: What will it tell me and will it inform my instruction?
- What other data might we have to set targets?

Sample: NYSAA Students

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:

<p>Population</p>	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>This SLO will include all 6 of my students in the self-contained classroom who take the NYSAA assessment. Three are 10 years old, and three are 11 years old.</p>
<p>Learning Content</p>	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>This SLO is based on the NYSAA Frameworks – English Language Arts Standards and Alternate Grade Level Indicators (AGLIs) for the 4th and the 5th grade to include:</p> <p>Grade 4: Required Component 1 – Key Idea: Reading Choice Component – Standard 4 – Students will read, write, listen, and speak for social interaction; and</p> <p>Required Component 2 – Key idea: Writing Choice Component 1 – Standard 1 – Students will read, write, listen, and speak for information and understanding</p> <p>Grade 5: Required Component 1—Key Idea: Reading Choice Component 1—Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <p>Required Component 2—Key Idea: Listening Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <p>The specific complexity level for AGLIs were selected by the teacher for each student based on their entry points.</p>
<p>Interval of Instructional Time</p>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>The SLO will cover the entire school year September 2012 – June 2013. The outcome will be assessed at the end of the NYSAA testing window.</p>



How do I write a target?

Two Moments in Time



Student Population, Baseline, and Target(s)

Training SLO Student Population: All 105 students across 4 sections of Grade 7 Visual Arts classes (names included on the rosters).

Training SLO Baseline: Students scored between 0-30% on the grade 7 visual arts pre-assessment.

Student	Pre-Test Score	Summative Target
Student A	10	
Student B	20	
Student C	5	
Student D	0	
Student E	30	
Student F	10	

Student Population, Baseline, and Target(s)

Training SLO Target Approach 1: Set common growth targets.

90% of students, including special populations, will grow by 60 percentage points or more on their summative assessment compared to their pre-test for the standards. (e.g., Student E's target is 60 more than 30, or 90.)

Student	Pre-Test Score	Summative Target
Student A	10	70
Student B	20	80
Student C	5	65
Student D	0	60
Student E	30	90
Student F	10	70

Student Population, Baseline, and Target(s)

Training SLO Target Approach 2: Set growth-to-mastery targets.

85% of students, including special populations, will grow to score 75% or higher on the summative assessment for the selected standards.

Student	Pre-Test Score	Summative Target
Student A	10	75
Student B	20	75
Student C	5	75
Student D	0	75
Student E	30	75
Student F	10	75

Student Population, Baseline, and Target(s)

Training SLO Target Approach 3: Set differentiated growth targets.

85% of students, including special populations, will meet or exceed their individualized target.

Student	Pre-Test Score	Summative Target
Student A	10	80
Student B	20	80
Student C	5	75
Student D	0	70
Student E	30	85
Student F	10	80



Additional Questions?