Jaffrey-Rindge Cooperative School District

STUDENT LEARNING OBJECTIVES GUIDE
(SLO)

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OVERVIEW

Student Learning Objectives (SLOs) are a valuable tool. They provide a structure for continuous improvement that is driven by teachers and the learning needs of their students. The structure can be utilized by educators in all grades and subjects.

As a Jaffrey-Rindge educator, you will use the SLO process to document your impact on student learning. You will have choice in the content area and specific learning objective(s) you wish to focus on during the school year. Your choice should be influenced by the following questions:

- How can you help students meet/exceed grade level or course expectations?
- How can you help close achievement gaps?
- How can you prepare students for success in subsequent grade levels/courses?
- What areas of instructional practice would be helpful to focus on as you work to increase student achievement?

EXPECTATIONS

All Jaffrey-Rindge educators will:

- Complete **one personal SLO**. This may be a **team SLO** (e.g. written and implemented by teachers within a grade level or content area) or an **individual SLO** (e.g. written and implemented by one teacher for a particular class or group of students).
- Participate in **one school-wide SLO**.

QUESTIONS and ANSWERS

Can I use the same SLO as last year?

Some educators will want to use the same SLO and learn from their previous experience. In most cases, the SLOs address core skills that are going to be relevant year to year (e.g. third graders always need to work on multiplication facts). A few questions to reflect upon when making the decision:

- Does the SLO address identified learning needs for this year's group of students?
- Did the SLO objective and related activities result in increased student learning?
- Will re-using the SLO support your continued growth as a professional or would trying something new offer a stronger learning opportunity?
- If re-using the same SLO, what modifications would improve outcomes and/or implementation?

What resources are available to support implementation of SLOs?

Members of the Support and Evaluation Committee will present information during faculty meetings. Committee members and administrators are available for consultation. Three faculty meetings throughout the year will be designated for individual or collaborative work on SLOs.

We will also provide professional development on SLOs during mentor-mentee meetings. Anyone who has questions is welcome to join these sessions.

Jaffrey-Rindge Cooperative School District

SLO Timeline

Month(s)		What	Who
SECTION A – SLO DEVELOPMENT			

Full Year SLO: September – December	**2nd Semester SLO:** January - February	• **Learning goals**
		   o Identify your desired results
		
		• **Assessment**
		   o Determine acceptable evidence
			• Individuals
			• Collaborative teams

Once Section A is completed	**Once Section A is completed**	• Notify your administrator • Review with administrator (in person or online) • Obtain administrator signature	• Administrator(s) • Individuals • Collaborative teams
SECTION B – LEARNING EXPERIENCES and INSTRUCTION			
Full Year SLO: December – April	**2nd Semester SLO:** Late February - April	• **Instructional Plans** • **Progress Notes**	• Individuals • Collaborative teams
SECTION C – OUTCOMES			
Full Year SLO: May	**2nd Semester SLO:** May	• Complete **summative assessments** • Enter your **description of results** on the SLO form • Add **educator comments**	• Individuals • Collaborative teams
SLO SUBMISSION and REVIEW			
Full Year SLO: May – Early June	**2nd Semester SLO:** May – Early June	• **Collate** all documents and **submit** to your administrator	• Individuals • Collaborative teams
Full Year SLO: June - August	**2nd Semester SLO:** June - August	• **Administrator Review** • **Feedback** provided as part of Annual Evaluation	• Administrator(s)

JR JAFFREY-RINDGE
COOPERATIVE SCHOOL DISTRICT

SAMPLE

Student Learning Objective

Educator: Jane Smith	Year:			
School(s): Elementary School	Individual	✓ Shared		School-wide
Course/Grade Level: 2	Content Area:			
Collaborating Educators (if applicable): John Green, Sarah Jones, Kim Brown				

SECTION A - SLO DEVELOPMENT
★ Look for examples in SLO Guide pages 4-7

Learning Goal - Identify your desired results	
Development Components	**Descriptions**
Objective Statement • *What is the goal for your students?* • *Be sure this is a SMART goal (e.g. specific and measurable skills or knowledge, appropriate, realistic, time limited).*	By May, students will be able to identify the value of each digit in a three-digit number, compare three-digit numbers, show three-digit numbers in multiple ways, and use expanded form to represent number values.

Rationale
• *What enduring understandings or big ideas does this goal address?*
• *Explain why the goal is important to:*
  a) *Help students meet/exceed grade level or course expectations*
  b) *Close achievement gaps*
  c) *Prepare students for success in subsequent grade levels/courses*
	Number concepts are the essence of mathematics. Understanding of numbers, including place value and comparison, must be in place so students can tackle more complex mathematics skills including computation, measurement, and fraction concepts.

Standards • *List the specific standard(s) this goal addresses (CCSS, state or national).*	CCSS.MATH.CONTENT.2.NBT.A.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. CCSS.MATH.CONTENT.2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s. CCSS.MATH.CONTENT.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. CCSS.MATH.CONTENT.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
Students • *Which students will be included in this SLO? Include specifics, such as course, grade level and number of students.*	All second grade students (Smith, Green, Jones, Brown – 78 students)
Time Frame • *What are the beginning and end dates for your SLO?*	October 2016 - May 2017

<table>
<tr><td colspan="2" align="center">Assessment - Determine acceptable evidence
May include teacher designed, curriculum provided or standardized assessments.</td></tr>
<tr><td align="center">Plan for implementing assessments</td><td align="center">Descriptions</td></tr>
<tr>
<td>Data Collection and Organization

• <i>Determine how you will organize assessments and data (e.g. binder, electronic file).</i>
• <i>Create an electronic folder or physical binder that contains all documents related to this year's SLO.</i></td>
<td>All student assessment records will be maintained in Google Docs. Individual teachers may also choose to store student assessment records in an assessment binder. However, student results should be uploaded on Google Docs monthly. This will help the team, including interventionists, as we work to support all students.

Jane Smith will be responsible for uploading master copies of all assessment/progress monitoring tools into Google Docs.</td>
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<tr>
<td>Baseline (Pre-Assessment)

• <i>Design baseline assessment and the rubric/scoring information you will use to measure student performance prior to the SLO. Add this document to your SLO file.</i></td>
<td>Date of baseline assessment: October 15-19, 2016

The pre-assessment is attached. The assessment will be scored and analyzed by the team to ensure consistency and look for areas of weakness. The scoring rubric is attached.</td>
</tr>
</table>

Progress Monitoring (Formative) • *Describe the assessments you will use to monitor student progress toward learning goals during the duration of this SLO.*	On-going progress monitoring will be performed in individual classes monthly starting in January. These check ins will consist of four questions, highlighting each of the different skills from the pre-assessment. Questions will be chosen based on general student needs. More frequent assessment may be generated for small groups with a targeted need.
Summative (Post-Assessment) • *Plan your summative assessment and the rubric/scoring information you will use to measure student performance at the end of the SLO. You may either describe how you will adapt your baseline assessment for use as the summative or create the document and add it to your SLO file.*	Our summative assessment will be the same as our pre-assessment (see attached). Anticipated date of summative assessment: May 15-25, 2017
Plans for analyzing assessments	**Descriptions**
Proficiency Goal • *State what score is deemed proficient on your assessment.* • *Explain student performance on the baseline assessment.* • *Identify what percentage of students already reached proficiency on the baseline assessment. What will be done to challenge these students to meet their instructional needs?*	According to our assessment rubric, 6% of students were high-performing, 45% of students were proficient, 35% of students were considered at-risk (low-average), and 14% of students were considered low-performing. <table><tr><td>Scoring Range</td><td>Number of students</td></tr><tr><td>0-15 (Low)</td><td>11</td></tr><tr><td>16-21 (At risk)</td><td>27</td></tr><tr><td>22-26 (Proficient</td><td>35</td></tr><tr><td>27-28 (High)</td><td>5</td></tr></table> We are working toward a **proficiency target of 24 points** out of 28 total points of the summative assessment. We determined this by examining the questions and identifying which ones students needed to demonstrate mastery of before moving on to third grade. 32% of students are already achieving this proficiency target.

Growth Goals	Please see student roster.
• *Identify an achievement goal for each student. Include these individual student goals on your SLO data spreadsheet.*	
• *In determining goals, consider how they will help close achievement gaps and extend learning for students who have already reached proficiency.*	

NOTES:
- As students move in or out of your class throughout the year, you should include them in the SLO and collect assessment data. However, at the end of your SLO only report students with valid baseline and summative data in your outcomes.
- SLO data spreadsheet may be submitted to your administrator as a shared Google document.

Section A Review
Review SLO development section, assessment documents and baseline data with your administrator.

Review Date:	**Administrator Signature:**

Comments (optional):

SECTION B - LEARNING EXPERIENCES and INSTRUCTION

★Look for examples in SLO Guide pages 8-9

Instructional Plans
● *What are the main teaching strategies you will use to support students in reaching this goal?*
● Focus on multiple representations of numbers/place value (models, number lines, etc.).
● Teach number concept lessons and provide frequent opportunities for intentional, worthwhile practice.
● Use daily re-looping of previously learned material (math warm up).
● Progress monitor frequently (quick bi-weekly check ins)
● Use multiple means of assessment including observation and paper/pencil assessment.
● Differentiate instruction and utilize small group instruction.
● Reinforce number concepts through engaging games and independent work stations.
● Be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematics Practices in students.

Progress Notes
● *During implementation and progress monitoring, note highlights of the SLO process*
● *Include examples of adjustments to instruction based on progress monitoring, observations, student or parent feedback, etc.*
● *Add rows to this table as needed.*

Date	Description
January 18, 2017	Student check-ins for all classes are showing student proficiency with representing numbers in different ways. 11 students are demonstrating difficulty with comparing 3-digit numbers. Interventionists have agreed to offer small group tutoring support 2x/week for 20 minutes to target this skill. Students will meet in groups of 5 and 6. Skip counting is the weakest area for all classes. The team has agreed to incorporate this skill into our ongoing daily review (math warm up). We will evaluate the effectiveness of these interventions in late February.
February 15, 2017	Student check ins continue to demonstrate proficiency with representing numbers in different ways. 6 of the students from the targeted intervention groups are showing improved proficiency with comparing 3-digit numbers. However, 2 different students are now having more difficulty with this skill. We will reorganize this group to reflect these needs. 2 classrooms are showing proficiency with skip counting, but 2 have not noticed a significant improvement. Teachers in these classrooms have agreed to incorporate some small group support during work station times.
March 19, 2017	Most students are now demonstrating proficiency in all areas. 10 students have been targeted as concerns. Interventionists who already work with these students have been notified. They will offer ongoing review at the beginning of intervention times. Classroom teachers will offer targeted review during work stations. All teachers are

	committed to incorporating these skills during ongoing daily review.
April 14, 2017	The team is encouraged by progress monitoring this month. Most students continue to demonstrate proficiency in all areas. Students identified as concerns last month are making exciting gains. The team will continue ongoing review and be prepared to administer the summative assessment during the last full week of May.

SECTION C - OUTCOMES

★Look for examples in SLO Guide page 10

Summative Components	Description
Summative Data - Proficiency • *Enter proficiency data on your SLO data spreadsheet* • *On this form, record:* ○ *Number and percentage of students who met or exceeded the **proficiency target.*** • *Add summative data to your SLO file.*	88% of students met or exceeded the proficiency target (69 students). Also see attached data spreadsheet.
Summative Data - Growth • *Enter growth data on your SLO data spreadsheet* • *On this form, record:* ○ *Number and percentage of students who met or exceeded his/her individual **growth target.*** • *Add summative data to your SLO file.*	92% of students met of exceeded their growth target (72 students). Also see attached data spreadsheet.
Educator Comments *Share any comments you wish to include about factors that influenced these outcomes.*	We feel that including these skills in daily math warm-up helped students develop a deeper understanding of place value and number sense. Next year we are considering creating an alternative final assessment for those students who score 95% or above on the initial assessment. Rather than expect students who reach this level to increase their percentage, we would like them to maintain or increase proficiency on the more challenging final assessment.

SLO SUBMISSION and REVIEW
Administrator will review the full SLO as part of your Annual Evaluation.
★Look for administrator review example in SLO Guide 12-13

Collate the following and submit to administrator at the end of the school year:

x	This completed SLO form
x	One blank copy of the baseline assessment Rubric/scoring tool for the baseline assessment
x	One blank copy of the summative assessment Rubric/scoring tool for the summative assessment
x	SLO spreadsheet of student data
x	Blank copies of progress monitoring formative assessments (optional)

Please keep student documents in your classroom for at least one year.

Submission Date:	Educator Signature(s):
June 5, 2017	

Jaffrey-Rindge Cooperative School District
SLO Summative Review

Educator(s): Jane Smith, John Green, Sarah Jones, Kim Brown	**Year:**				
School: Jaffrey Grade School	**Individual**	✓	**Shared**		**School-wide**
Course/Grade Level: 2	**Content Area:** Mathematics				
Student Learning Objective: Increasing number concept skills					

SUMMATIVE REVIEW: Outcomes

	1	Ineffective	2	Developing	3	Effective	4	Highly Effective
Instruction *To what degree did the SLO influence instruction?*		● Educator did not adjust instruction based on progress monitoring data		● Educator made minimal adjustments to instruction based on progress monitoring data		● Educator adjusted instruction based on progress monitoring data	✓	● Educator adjusted instruction based on progress monitoring data and the new strategies resulted in student growth (as indicated by subsequent data)
Assessments *How effective was the assessment process?*		● Pre and post assessments incomplete ● No progress monitoring data		● Pre and post assessments completed ● Inconsistent or minimal progress monitoring (progress monitoring for only some students)		● Pre and post assessments completed with clear report out of results ● Adequate progress monitoring (1-2 data points for all students)	✓	● Pre and post assessments completed with clear report out of results ● Extensive progress monitoring (3 or more data points for all students)

Proficiency *How did the SLO support mastery of grade level or course standards?*		• Few students mastered content standards as a result of this goal (Less than 40% passed a benchmark assessment) • Significant achievement gaps remain		• Some students mastered content standards as a result of this goal (40-69% passed a benchmark assessment) • Achievement gaps remain		• Most students mastered content standards as a result of this goal (e.g. 70-84% passed a benchmark assessment) • Progress was made in closing achievement gaps	✔	• Nearly all students mastered content standards as a result of this goal (e.g. 85-100% passed a benchmark assessment) • Students who did not achieve mastery made significant progress toward closing the achievement gap
Student Growth Data *What growth did individual students exhibit as a result of this SLO?*		• Less than 40% of the students met their growth target		• 40-69% of the students met their growth target		• 70-84% of the students met their growth target	✔	• 85-100% of the students met their growth target

Summary Rating of SLO Effectiveness   _____4_____

Administrator Comments:

Extensive progress notes show that you thoroughly reflected on assessment data and made adjustments to instruction across all tiers (e.g. focusing on a particular weakness within classroom work stations or intervention groups). Your assessments are clear and linked to key standards for your grade level.

Date: 6/30/17	Administrator Signature:
Date: 6/30/17	Educator Signature:

Note: Educator's signature indicates this document has been received. Comments may be attached as desired by the educator.

SLO DATA TEMPLATE

Educator:		Year:		School:		SLO:	

Student Name	Baseline Assessment Score	Proficiency Goal: *Score that is deemed proficient for this grade level or course*	Baseline Proficiency: Met or exceeded proficiency on baseline assessment? (yes/no)	Growth Goal: *Individual student growth to reach proficiency*	Progress Monitoring Assessment #1	Progress Monitoring Assessment #2	Progress Monitoring Assessment #3	Summative Assessment Score	Meets or Exceeds Proficiency Goal (yes/no)	Meets or Exceeds Growth Goal (yes/no)