

ADDENDUM

TO THE

RHODE ISLAND MODEL BUILDING ADMINISTRATOR EVALUATION & SUPPORT SYSTEM

2013-14



RIDE Rhode Island
Department
of Education

The contents of this guidebook were developed under a Race to the Top grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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Introduction

The Rhode Island Model Building Administrator Evaluation and Support System (Rhode Island Model) was fully implemented in 35 districts and 15 public charter schools during the 2012-13 school year. This accomplishment would not have been possible without the hard work and dedication of thousands of Rhode Island educators. Our collective commitment to continuous improvement will help us reach our ultimate goal of ensuring that we have great teachers in every classroom and great principals in every school. Thank you to everyone who contributed to this work!

Over the course of the year, we at the Rhode Island Department of Education (RIDE) received an incredible amount of feedback about what's working well and about what challenges remain. We take this feedback seriously and have used it to make strategic changes that will streamline and improve the design of the system. Even the best designed systems depend on effective implementation in order to achieve the desired results. In addition to continuing to collect feedback, we will continue to provide training and resources and share best practices to help improve the quality of implementation statewide.

How to Use the Addendum

The purpose of this Addendum is to describe changes to the Rhode Island Model for Building Administrators and clarify guidance on Student Learning Objectives. It is designed to be a **companion document** to the *Edition II Guidebook* released last year. Together, the *Addendum* and the *Edition II Guidebook* describe the expectations, requirements, and timelines for the Rhode Island Model.

To help educators better understand how to implement various aspects of the Rhode Island Model, additional resources are available on the RIDE website, including a recently developed suite of online training modules. Each online module consists of a short, interactive learning experience focused on a specific topic, such as *Using Baseline Data/Information to Set SLO Targets*.

The "Online Resource" icon will be used throughout the Addendum to indicate that a corresponding resource is available on the RIDE website. A list of the available online resources can be found in **Appendix 3**. Please note that additional online modules will be developed over time.



Educators can directly access the online resources on the RIDE website at:

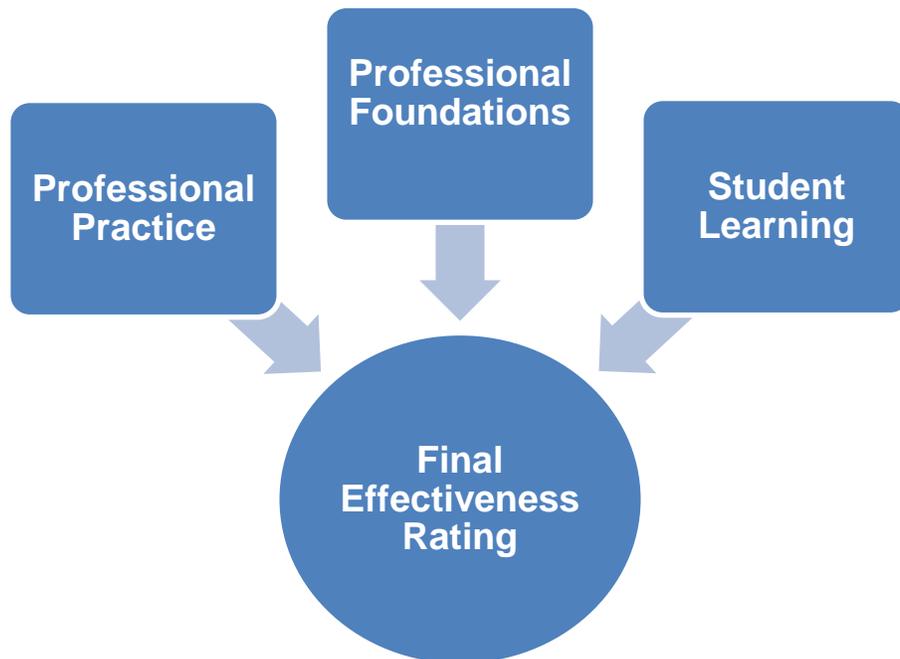
<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation.aspx>

Model Refinement

Rhode Island educators have had a significant voice in revising the Rhode Island Model for the 2013-14 school year. Through surveys, focus groups, working groups, principal shadows, regional meetings, and countless discussions, we collected valuable feedback and weighed every suggestion. While there may still be areas of disagreement, for every change made, we were guided by three key priorities:

- 1. Will this change improve the accuracy of the system?**
- 2. Will this change improve the quality of feedback and support?**
- 3. Will this change make the system easier to use and more efficient?**

It is important to note that while changes have been made to the Rhode Island Model, the core elements remain the same. The Educator Evaluation System Standards clearly define the requirements for every approved building administrator evaluation system in Rhode Island, and all of the changes to the Rhode Island Model fall within those parameters. The Rhode Island Model will continue to rely on multiple measures to paint a fair, accurate, and comprehensive picture of building administrator effectiveness. All building administrators will be evaluated on Professional Practice, Professional Foundations, and Student Learning to produce a Final Effectiveness Rating.



Changes to the Rhode Island Model for Building Administrators

The table below highlights changes made to the Rhode Island Model for the 2013-14 school year. Some of the changes impact the minimum requirements, some are clarifications of existing guidance, and others are improvements to the Educator Performance and Support System (EPSS).

ELEMENT	CHANGE
Evaluation Criteria	<ul style="list-style-type: none"> ▪ No change, all building administrators will continue to be evaluated on three criteria: Professional Practice, Professional Foundations, and Student Learning.
Professional Growth Plans	<ul style="list-style-type: none"> ▪ No change to the requirement, all building administrators will set at least one goal at the beginning of the year. ▪ The Professional Growth Plan form has been streamlined in the EPSS.
Evaluation Conferences	<ul style="list-style-type: none"> ▪ No change to the requirement, all building administrators will have 3 Evaluation Conferences.
Building Administrator Professional Practice Rubric	<ul style="list-style-type: none"> ▪ No change to the rubric. ▪ The Site Visit form has been streamlined in the EPSS.
Site Visits	<ul style="list-style-type: none"> ▪ No change to the requirement, all building administrators will have at least 3 site visits.
Teacher Professional Foundations Rubric	<ul style="list-style-type: none"> ▪ No change to the rubric. ▪ The Professional Foundations form has been streamlined in the EPSS.
Student Learning Objectives	<ul style="list-style-type: none"> ▪ Two changes have been made to the Student Learning Objective Lookup Table for building administrators with 2 Student Learning Objectives. The combinations of (1) <i>Exceeded</i> and <i>Nearly Met</i> and (2) <i>Met</i> and <i>Nearly Met</i> will now both equal a score of <i>Full Attainment</i>. ▪ The Student Learning Objective form in EPSS has been streamlined. ▪ Guidance has been updated in areas including using baseline data, setting targets, and scoring SLOs.
RI Growth Model	<ul style="list-style-type: none"> ▪ 2013-14 will be the first year building administrators who oversee students in grades 3-7 will have their Rhode Island Growth Model rating factored into their Final Effectiveness Rating.
Final Effectiveness Rating Calculation	<ul style="list-style-type: none"> ▪ No change to the matrices for calculating a Final Effectiveness Rating.
Performance Improvement Plans	<ul style="list-style-type: none"> ▪ No change to the requirement, a Performance Improvement Plan must be in place if the building administrator earned a Final Effectiveness Rating of <i>Developing</i> or <i>Ineffective</i> ▪ The Performance Improvement Plan form has been streamlined in the EPSS.

Building Administrator Professional Practice and Professional Foundations

Neither the Building Administrator Professional Practice nor Professional Foundations Rubric has changed. They both remain holistic scoring tools designed to measure school leadership and the additional contributions building administrators make as members of their learning community. The process for scoring the components of the Building Administrator Professional Practice and Professional Foundations Rubrics has also not changed. The components are scored once at the end of the year after the evaluator has reviewed the performance descriptors and the available evidence.

Flexibility Factor

Providing Formative Scores for Professional Practice and Foundations

- Schools and districts can choose to provide “formative scores” at the mid-year for components on the Professional Practice and Professional Foundations Rubrics. On the Mid-Year Conference form in EPSS there is an option to provide formative scores.
- A formative score provided at the mid-year does not have to match the score provided at the end-of-year.

Measures of Student Learning



The *Measures of Student Learning* section in this Addendum replaces the original section in the Edition II Guidebook. In addition to the changes to the Student Learning Objective process, this section is intended to help educators better understand how Student Learning Objectives are fully integrated with curriculum, instruction, and assessment.

Improving student learning is at the center of all our work and measuring student learning is a critical part of our building administrator evaluation model. The Rhode Island Model measures a building administrator's impact on student learning in two ways: Student Learning Objectives (SLOs) and the Rhode Island Growth Model (RIGM). We include measures of student learning in building administrator evaluations because:

- Student learning is the single most important indicator of building administrator effectiveness.
- Student learning measures, when combined with evidence of Professional Practice and Foundations, improve the accuracy of the Final Effectiveness Ratings for building administrators.
- Analyzing student learning data is a best practice for driving school improvement and increases collaboration around student learning.

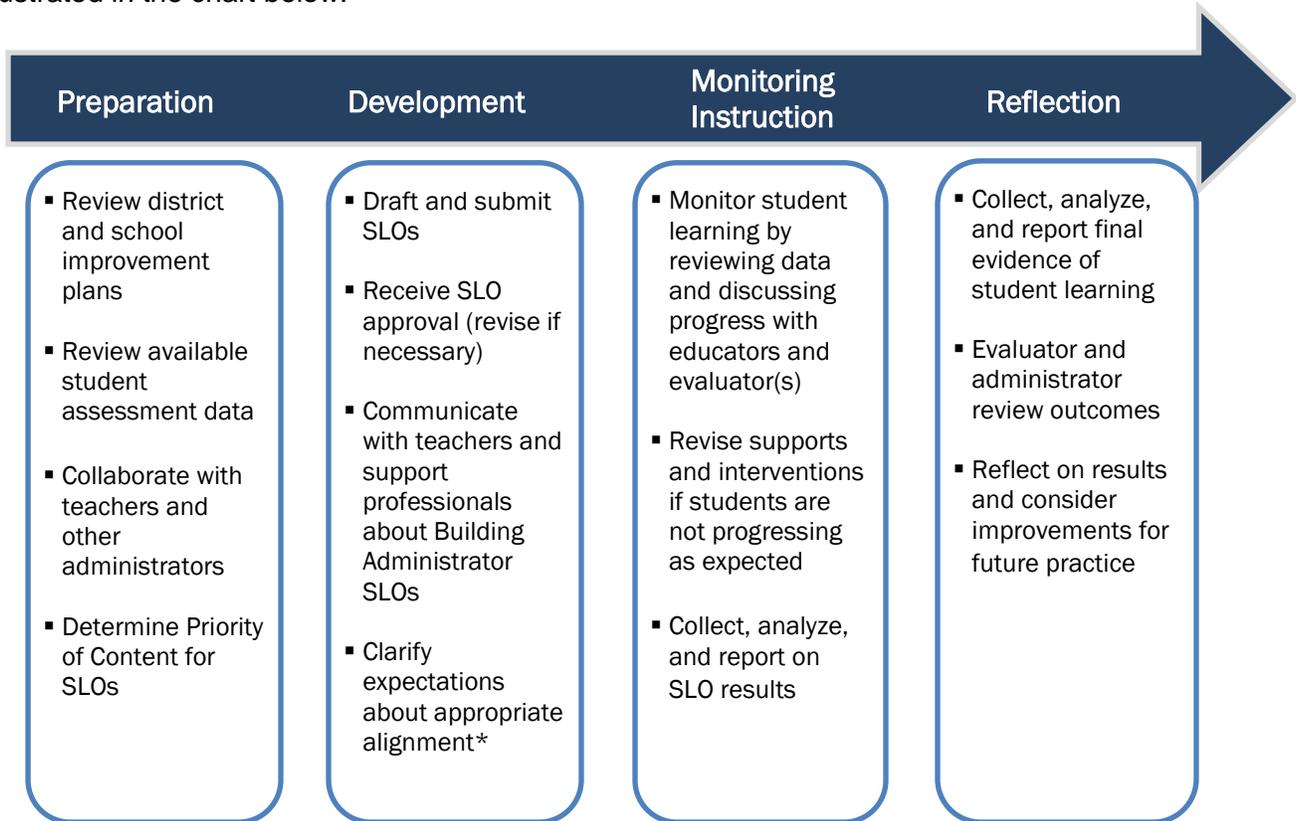
Student Learning Objectives

The SLO process is student-centered. It recognizes the impact teachers have in their classrooms and building administrators have in their schools, is based on research, and supports best-practices like prioritizing the most important standards, implementing curriculum, and planning assessments. SLOs fit naturally into curriculum-embedded work. The definition of a Student Learning Objective is a measure of an educator's impact on student learning through demonstrated progress toward academic goals. Additionally:

- **The SLO Process respects the diversity of all grades, subjects, and courses.** The best way to measure student learning differs from one course or grade to another (e.g., measuring student learning in a third grade art class vs. a tenth grade chemistry class). SLOs present an opportunity for educators to be actively involved in deciding how to best measure the learning of their specific population of students, while providing a consistent process for all educators across the state.
- **SLOs utilize the assessment processes that educators think are best for their specific purposes.** SLOs require educators to identify the most important learning that occurs within specific grades or subjects which should be measured by a high quality assessment. If the process of writing an SLO reveals a need for a stronger or more aligned assessment, the educator can create or select one. However, the primary purpose of that assessment should be to measure what the students are learning. No assessment should be used just to collect evidence for an SLO.

The Student Learning Objective Process

Building administrators should, work collaboratively with teachers, their leadership team, central office leadership, and other district building administrators (when appropriate), to develop a set of SLOs relevant to specific grade levels, courses, schools, and/or district-wide priorities. This process is illustrated in the chart below:



**See section on Aligning Student Learning Objectives on pages 12-13*

The Anatomy of a Student Learning Objective

The SLO form has been revised based on feedback from educators across the state. These changes include:

- Removing the *Level of Standardization* section (which was often confused with assessment quality)
- Re-sequencing the order of the elements
- Collapsing *Evidence Source, Administration, and Scoring* into one category

The SLO Form is designed to elicit answers to three essential questions:

- 1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?**
- 2. Where are my students now (at the beginning of instruction) with respect to the objective?**
- 3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?**

While we have utilized similar essential questions in the past, they have been revised and included on the actual SLO Form in EPSS to guide teachers in the planning process. You will find an updated *Anatomy of a Student Learning Objective* on the following page that incorporates the changes highlighted above as well as the essential questions.

Anatomy of a Student Learning Objective

<p>Title – A short name for the SLO</p> <p>Content Area – The content area(s) to which this SLO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number and grade(s)/class(es) of students to whom this SLO applies</p> <p>Interval of Instruction – The length of the course (e.g., year, semester, quarter)</p>		
Main Criteria	Element	Description
<p>Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> ▪ Identifies the priority content and learning that is expected during the interval of instruction ▪ The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured
	Rationale	<ul style="list-style-type: none"> ▪ Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
<p>Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?</p>		
	Baseline Data / Information	<ul style="list-style-type: none"> ▪ Describes students' baseline knowledge, including the source(s) of data/information and its relation to the overall course objectives
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> ▪ Describes where the building administrator expects all students to be at the end of the interval of instruction ▪ The target should be measureable and rigorous, yet attainable for the interval of instruction ▪ In most cases, the target should be tiered to reflect students' differing baselines
	Rationale for Target(s)	<ul style="list-style-type: none"> ▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students ▪ Rationale should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> ▪ Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective ▪ Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) ▪ Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)

In addition to the changes to the SLO form, guidance has been revised in the following five areas:

1. Which students to include in SLOs
2. What can be utilized for *Baseline Data/Information*
3. Alignment with building administrator’s SLOs and district priorities
4. Setting rigorous, yet attainable *Targets*
5. High-quality, curriculum-aligned assessments to measure student learning

The following sections provide additional clarification and guidance for each of the five areas listed above.

Students

Building administrator SLOs may include all of the students in the school or focus on subgroups of students (e.g., specific grade level, course). An individual SLO that is focused on a subgroup must include all students in that subgroup with which the objective is aligned. An example for a middle school principal is below:

Algebra I			Writing		
Section A	Section B	Section C	6 th Grade	7 th Grade	8 th Grade
Algebra I SLO includes <u>all students in all three sections</u>			Writing SLO includes <u>all students in all 3 grades</u>		

Furthermore, percentages or particular groups of students may not be excluded. For example, **students with IEPs in a general education setting must be included in the building administrator’s SLO.**

Setting tiered targets according to students’ starting points is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

FAQ

Can I write an absenteeism clause into my SLO such as “For those students who are present 80% of the time?”

No, because an SLO must include all students on the roster for the course or area with which the objective is aligned, and attendance clauses potentially exclude students. Building administrators are responsible for documenting all students’ progress toward the objective, including their efforts to reach students with extreme absenteeism. However, an evaluator can take extreme absenteeism into account when scoring the SLO.

FAQ

I work in a district with high mobility, so my school population often looks different by January. How do I set targets for students I have never even seen?

You should set your SLOs based upon the students who are in your school at the beginning of the school year. At mid-year, you and your evaluator should compare your current student population to the one upon which the targets were set. If there are substantial differences, adjust the targets as necessary to include all of the applicable students and exclude students who are no longer in your school.

Baseline Data/Information

Data is information and educators collect information from students every day in order to help them plan effectively, adjust instruction, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, educators must understand where their students are at the beginning of instruction. There are many ways that building administrators can work with teachers to understand their students' starting points at the beginning of the year. The methodology chosen should consider:

- Whether there is student assessment data or information from the previous year that could influence the current year's progress (e.g. reading level);
- If students have never been exposed to course content (e.g. students taking Spanish) it may be more accurate to consider prior classes performance when setting targets;
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course. These tests could include a teacher-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs; it can inform the *Objective Statement* and contribute to setting *Targets*. In all scenarios baseline data/information is a must; however, **a pre-test/post-test model is not required and, in some cases, might be inappropriate.**

The function of the baseline assessment is to provide information about where students are starting in order to set appropriate targets. This does not mean that it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Building administrators should gather information that helps them understand where their students are in relation to their preparedness to access the material of the class.

For more resources and best practices on gathering baseline data/information see the online Module: *Using Baseline Data/Information to Set SLO Targets* on the RIDE website at:



<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

Aligning Student Learning Objectives

Principals will write SLOs that align with the School Improvement Plan and his or her district's strategic plan. There may be instances in which teachers and building administrators collaborate to align their SLOs as well. In these cases, teachers can have direct or supportive alignment. There are some instances when it may not make sense for a teacher to align their SLOs with an administrator's SLOs or with a district goal or improvement plan.

There are three ways to think about alignment between teacher SLOs and building administrator SLOs:

- **Direct alignment** is when the focus of the objective statement, targets, and evidence sources are shared. The teacher’s SLOs mirror the building administrator’s SLOs.
- **Supportive alignment** is when the content or skills addressed in the teacher’s SLO relates to the content or skills of the building administrator’s SLO, **but is not identical** and may be assessed using different evidence sources.
- **No alignment** is when the teacher’s SLOs authentically reflect the most important content or skills of his/her discipline and grade level, but do not align with the content or skills of the building administrator’s SLO.

An example of each type of alignment can be seen below:

Type	Example
Direct Alignment	In a K-5 school, multiple sources indicate that students struggle with literacy in the earlier grades and numeracy in the upper grades. The K-2 teachers collaborated to write and share a SLO focused on increasing the number of students reading on grade level and differentiated their targets according to the students in their individual classes. The 3-5 teachers did the same with their own shared focus. The principal adopted both SLOs, with all of the K-2 students included on the literacy one and all of the 3-5 students included on the math.
Supportive Alignment	A middle school is focusing a significant effort on writing across the curriculum and students’ ability to respond to informational text in their transition to the Common Core literacy standards. While a building administrator might directly align his or her SLO with English teachers who will share <i>Objective Statements</i> and <i>Evidence Sources</i> , social studies teachers may choose to focus on students’ ability to write a research report synthesizing various primary and secondary sources. The skills that the social studies teachers, English teachers, and the building administrator focus on are incredibly similar, but the SLOs are tailored to the content of the course and the Evidence Sources are particular to each discipline.
No Alignment	Ms. Harney is the music teacher at a middle school. Her principal has written an SLO focused on math and one on literacy. While Ms. Harney often incorporates math and literacy into her classroom and could align her SLO to support the two building administrator SLOs, the main focus of the curriculum at the middle school is music performance. Given this focus, the school/district did not feel alignment would be appropriate.

NOTE: It is essential that a teacher’s SLOs authentically reflect the most important content or skills of the discipline and grade level they teach. We encourage districts, schools and teams of teachers to work together toward common objective statements when appropriate, but we do not recommend forcing alignment.

Rigor of Target

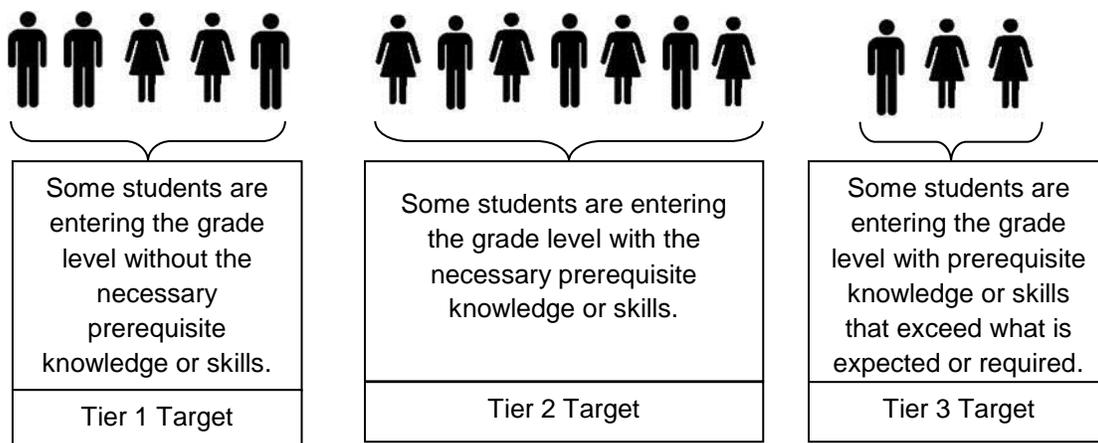
Students learn more when educators set goals for their students' learning. Building administrators should strive to set goals that are rigorous, yet attainable in their context.

When setting the *Target(s)* for an SLO the building administrator should start by considering what content or skills students need to master in order to succeed in the subsequent course or grade and then determine how far they are from achieving it.

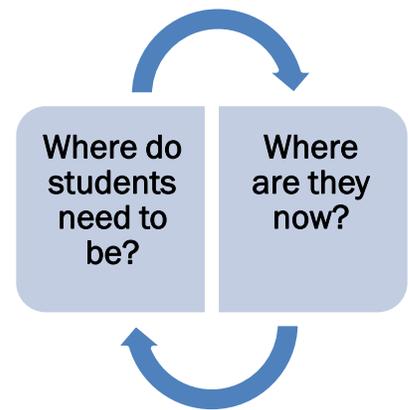
Determining where students need to be includes deciding what that target will look like. Depending on the focus of the *Objective Statement*, it may be written either as a level of mastery, or in terms of progress.

After the building administrator has determined the level of content and skills needed for success, s/he must determine whether progress or mastery is more appropriate. Next, s/he must determine where students stand relative to the end goal by considering baseline data/information. Students arrive with different levels of preparedness for the content. Therefore, *Targets* may be tiered to reflect differentiated expectations for learning just as a teacher differentiates instruction.

The following graphic shows one example of how to tier targets based on students' preparedness for the content:



Building administrators from different schools who collaborate on SLOs should also confer about targets; however the targets for each individual building administrator must reflect the actual students in their school. Whether or not SLOs are developed at individual schools or with teams of building administrators across a district, the targets should be analyzed separately for each individual school-based team.



Quality of Evidence

High-quality assessments are essential for accurately measuring students' learning. In Rhode Island, a variety of summative assessments may be used as evidence for SLOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, or a combination. Assessments may be created by individual teachers, teams of teachers, district leaders, or purchased from a commercial vendor; all assessments must be reviewed by evaluators.

In most cases, teachers of the same course should share an SLO that includes the same source(s) of evidence. Building administrators should also coordinate with teachers to use existing sources of evidence. This ensures that students across the school or district in each course are required to demonstrate their understanding in the same way. It also presents an opportunity for teachers to collaborate in the creation of the assessment, collaborative scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness and usually results in a higher-quality evidence source. In addition, it makes the process more efficient for teachers, building administrators, and evaluators. **However, the selection of an assessment for use in an SLO should always be based primarily on quality.**

Selecting the right evidence source is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, "Is this evidence source aligned to what is being measured?" Alignment of evidence source refers to:

- **Content** (Ex. The SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (Ex. The SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (Ex. The SLO addresses a variety of DOK¹ levels and the evidence source includes items/tasks aligned with those DOK levels).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. For example, a particular reading assessment might be good for assessing reading fluency and basic comprehension, but not good for assessing students' ability to analyze the style and form of a text. If the SLO includes analyzing style and form that would not be a good assessment to use, even though it is of high-quality (for assessing fluency and basic comprehension).

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. In most cases, the evidence source(s) should be as authentic as possible without being impractical to administer and score.

More information about creating and selecting assessments can be found in the *Comprehensive Assessment System Criteria & Guidance* document, available on the RIDE website at:

<http://www.ride.ri.gov/InstructionAssessment/Assessment/ComprehensiveAssessmentSystemCAS.aspx>



¹ DOK refers to Webb's (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.

RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. The Assessment Toolkit contains four resources:

1. **Creating & Selecting High-Quality Assessments Guidance**
2. **Using Baseline Data and Information Guidance**
3. **Assessment Review Tool**
4. **Collaborative Scoring Guidance**



Educators can access the Assessment Toolkit on the RIDE website at:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

The table below includes further guidance on selecting high-quality evidence sources. These Assessment Quality Descriptors represent some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator’s use of the assessment (e.g., the scoring process).

Assessment Quality Guidance

High Quality	<ul style="list-style-type: none"> ▪ Assessment is aligned with its intended use ▪ Assessment measures what is intended ▪ Items represent a variety of DOK levels ▪ Assessment includes a sufficient number of items to reliably assess content ▪ Assessment includes some higher level DOK constructed response items at least one very challenging item ▪ Assessment is grade level appropriate and aligned to the curriculum ▪ Scoring is objective (includes scoring guides and benchmark work), and uses a collaborative scoring process
Moderate Quality	<ul style="list-style-type: none"> ▪ Assessment is loosely aligned to its intended use ▪ Assessment mostly measures what is intended ▪ Items represent more than one level of DOK ▪ Assessment includes a sufficient number of items to reliably assess most content ▪ Assessment is grade level appropriate ▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring
Low Quality	<ul style="list-style-type: none"> ▪ Assessment is not aligned to its intended use ▪ Assessment does not measure what is intended ▪ Items represent only one level of DOK ▪ Assessment includes an insufficient number of items to reliably assess most content ▪ Assessment is not grade level appropriate ▪ Scoring is open to subjectivity, and/or not collaboratively scored

English Language Learners & Students with Disabilities

English Language Learners and students with disabilities should be included in building administrator's SLOs. Building administrators may also set SLO(s) for a subgroup such as English Language Learners or students with disabilities.

In some cases, evidence may need to be differentiated for English Language Learners to account for how they currently demonstrate content skills and knowledge. This can be found in the WIDA CAN-DO Descriptors by domain and grade level cluster at: http://www.wida.us/standards/CAN_DOs/. All building administrators should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills.

SLOs for students with disabilities should be based upon grade-level content standards or Alternate Assessment Grade Span Expectations (AAGSEs), historical data, and other academic information.

Though there may be overlap in the content, assessments, or evidence used, Individualized Education Program (IEP) goals cannot be used as SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student.** IEPs can inform a teacher's or building administrator's SLOs by providing data to inform *Baseline Data/Information* and *Targets*. IEP goals, assessments, and other evidence may inform SLOs in English Language Arts or mathematics, for example, and reflects student academic performance consistent with the general education curriculum at grade level.

Building administrators should tier their targets based on various baseline data/information to ensure the targets are rigorous, yet attainable for all students included. There is no maximum amount of tiers an educator can create for a set of students. Special educators, general educators, and building administrators should collaborate when setting targets for students with disabilities.

Approving Student Learning Objectives

The process for approving an SLO has not changed. In order for an SLO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content:** Is the objective focused on the most important material? Is it the right grain-size for the interval of instruction?
2. **Rigor of Target(s):** Does the numerical target represent an appropriate amount of student learning for the specified interval of instruction? Is it/are they differentiated based on students' starting points?
3. **Quality of Evidence:** Will the evidence source(s) provide the information needed to determine if the objective has been met? Is the assessment of high quality?

Evaluators should use the Approving Student Learning Objective Rubric located in **Appendix 1**.

Reviewing Student Learning Objectives at the Mid-Year Conference

The Mid-Year Conference offers an opportunity for building administrators to review and discuss their students' learning progress with their evaluators. Building administrators and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. If students are not progressing as expected, the building administrator, relevant teachers, and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

Building administrators should not have a need to revise their SLOs mid-year. If extenuating circumstances should occur, the building administrator should discuss the issues with their evaluator and together determine if the additional support is needed or if the SLO should be revised.

Flexibility Factor

Submission of Data:

Some assessment data (e.g., end-of-year assessments) will not be available at the time of the End-of-Year Conference. In these cases, the educator and evaluator should meet and discuss other components of the evaluation system and review any data related to the SLOs. When data become available, the teacher should summarize it and send it to the evaluator for review and the assignment of an overall rating.

Scoring Individual Student Learning Objectives

The process for scoring individual SLOs has not changed. It begins with a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO as *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.

Exceeded	<ul style="list-style-type: none"> This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students, would not qualify a Student Learning Objective for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).
Met	<ul style="list-style-type: none"> This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met”. The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).
Nearly Met	<ul style="list-style-type: none"> This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).
Not Met	<ul style="list-style-type: none"> This category applies when the results do not fit the description of what it means to have “Nearly Met”. If a substantial proportion of students did not meet the target(s), the Student Learning Objective was not met. This category also applies when results are missing, incomplete, or unreliable.

Additional Student Learning Objective Scoring Guidance

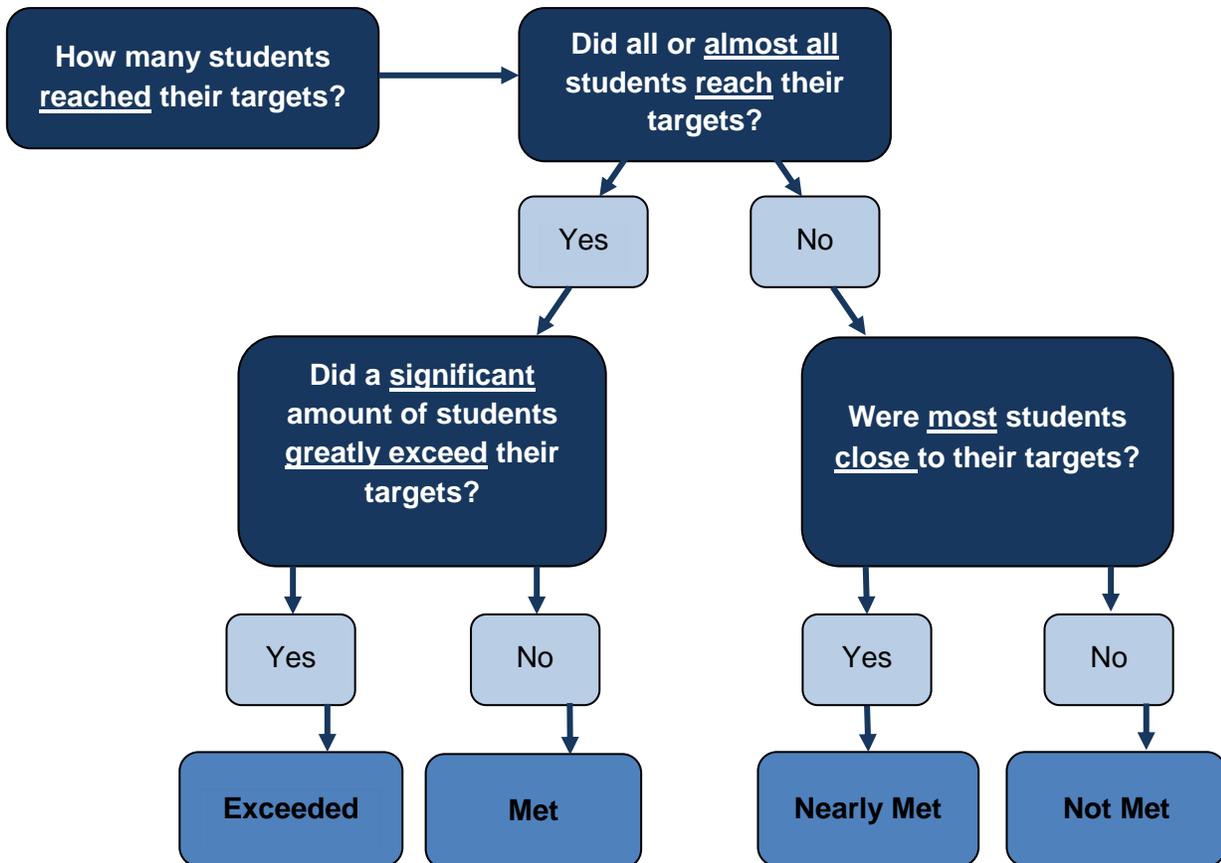
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

Not Met	Nearly Met	Met	Exceeded
<ul style="list-style-type: none"> <70% of students met their target 	<ul style="list-style-type: none"> 70-89% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target AND 25% of students exceeded their target

NOTE: The additional SLO scoring guidance above does not eclipse local LEA policy. LEAs have the flexibility to adopt or adapt the additional SLO scoring guidance or chose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively.

Student Learning Objective Scoring Process Map

The SLO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SLOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



Scoring Student Learning Objective Sets

Once individual SLOs are scored by evaluators, SLO Set Scoring Tables are used to determine an overall SLO rating of *Exceptional Attainment*, *Full Attainment*, *Partial Attainment*, or *Minimal Attainment*. **Changes have been made to the SLO Set Scoring Table for two SLOs.** The combination of (1) *Exceeded* and *Nearly Met* and (2) *Met* and *Nearly Met* now both equal a score of *Full Attainment*. The revised SLO Set Scoring Table for the educator with 2 SLOs is below and the full set of SLO Set Scoring Tables for 2, 3, and 4 SLOs can be found in **Appendix 2**.

SLO Scoring Lookup Table for 2 SLOs

	SLO 1	SLO 2	Final
1	Exceeded	Exceeded	Exceptional Attainment
2	Exceeded	Met	Full Attainment
3	Exceeded	Nearly Met	Full Attainment
4	Met	Met	Full Attainment
5	Met	Nearly Met	Full Attainment
6	Exceeded	Not Met	Partial Attainment
7	Met	Not Met	Partial Attainment
8	Nearly Met	Nearly Met	Partial Attainment
9	Nearly Met	Not Met	Minimal Attainment
10	Not Met	Not Met	Minimal Attainment

Student Learning Objective Set Scoring Guidance

Exceptional Attainment

- Results across Student Learning Objectives indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs and/or demonstrated an outstanding impact on student learning.

Full Attainment

- Results across Student Learning Objectives indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs and/or demonstrated a notable impact on student learning.

Partial Attainment

- Results across Student Learning Objectives indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.

Minimal Attainment

- Results across Student Learning Objectives indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs or the educator who has not engaged in the process of setting and gathering results for SLOs.

The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that measures students' achievement in reading and mathematics by comparing their growth to that of their academic peers. It does not replace the proficiency data from state assessments. Rather, the RIGM enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Using this model, we can calculate each student's progress relative to their academic peers on the NECAP Math and Reading tests for grades 3-7. Academic peers are students who have scored similarly on the NECAP in the past. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

The 2013-14 school year marks the first time that teachers and support professionals who have been designated by their LEA as contributing educators in math and reading in grades 3-7 will have their RIGM rating factored into their Final Effectiveness Rating. Building administrators who oversee students in these grades will also receive an RIGM rating.

The RIDE website features an expanding set of resources and tools to help educators and parents understand how the various components of the Rhode Island Growth Model are calculated, some of the useful features of the Model, and how it can be used in the future. Current offerings include:



- A **four-part series of recorded training modules** to help educators understand how student growth is calculated, represented, and used in the evaluation process.
- A **Growth Model Visualization tool** that allows educators, parents, students, and policy makers to view district- and school-level data for all public Rhode Island schools.
- **Answers to frequently asked questions** about the Rhode Island Growth Model, including and a **glossary of terms** that every evaluator and educator should understand.
- A **ready-to-print brochure** about the use and purpose of the Rhode Island Growth Model.

These online resources will be expanding in the weeks and months ahead and can be accessed on the RIDE website at:

<http://www.ride.ri.gov/InstructionAssessment/InstructionalResources/TheRhodeIslandGrowthModel.aspx>

Calculating a Final Effectiveness Rating

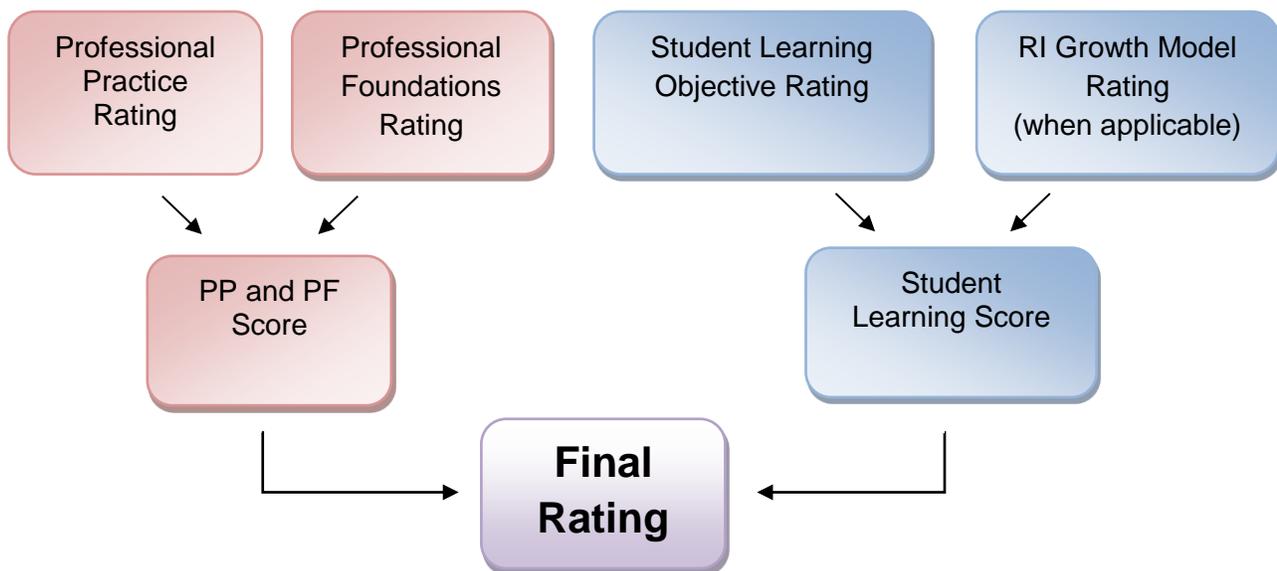
The only change to the process for calculating a Final Effectiveness Rating for building administrators is the inclusion of an RIGM Rating for building administrators who oversee students in grades 3-7. The 2013-14 school year will be the first time RIGM Ratings are factored into some building administrator's Final Effectiveness Rating.

The Final Effectiveness Rating will combine an individual's overall Student Learning score and the combined Professional Practice and Professional Foundations score. Building administrators will receive one of four Final Effectiveness Ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Foundations, Student Learning Objectives, and (when applicable) the RIGM Rating combine to produce the Final Effectiveness Rating.

Components of a Final Effectiveness Rating



NOTE: For building administrators without a Rhode Island Growth Model rating, their Student Learning Objective rating will be their overall Student Learning score (*Exceptional Attainment* = 4; *Full Attainment* = 3; *Partial Attainment* = 2; *Minimal Attainment* = 1).

Matrices

The Rhode Island Model uses matrices to determine a building administrator's Professional Practice and Professional Foundations Score (PP and PF Score), Student Learning Score, and Final Effectiveness Rating. All three matrices were developed with educator profiles in mind and were not developed to force a specific distribution of educator performance. Scores on PP and PF, Student Learning, and the Final Effectiveness Ratings are neither random nor limited to a certain percentage.

Matrix Used for All Educators		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

		STUDENT LEARNING			
		4	3	2	1
PP x PF	4	HE	E	D	D*
	3	HE	E	D	D
	2	E	E	D	I
	1	D*	D	I	I

Key
HE – Highly Effective
E – Effective
D – Developing
I – Ineffective

Appendix 1: Approving Student Learning Objectives Checklist

When reviewing individual SLOs at the beginning of the year, evaluators judge the quality of the main criteria to determine their approvability. Some SLOs will be approvable upon submission, while others might require minor or substantial revisions.

Evaluators should use the checklist below to determine if an SLO is acceptable or needs revision. The main criteria are listed on the left hand side with associated indicators to their right. These indicators specify what is necessary in each criterion for an SLO to be of acceptable. Evaluators should check off indicators of the SLO that are approvable or need revision.

Main Criteria	Indicators	Acceptable	Needs Revision
<i>Basic Information</i>	▪ The interval of instruction is appropriate		
	▪ Includes all students in the selected course(s)		
	▪ Specific number of students are identified		
Priority of Content	▪ Objective Statement identifies specific knowledge and/or skills students should attain		
	▪ Focuses on appropriate knowledge and/or skills for this course, grade level, and student population		
	▪ Provides a clear explanation of why this content is an appropriate focus and/or area of need		
<i>Baseline Data</i>	▪ Data or information about current student performance is included		
	▪ Data or information helps to ascertain students preparedness to access the Priority of Content		
Rigor of Target	▪ Targets are measurable		
	▪ Targets are rigorous, yet attainable for all students in the interval of instruction		
	▪ Targets are individualized to the students in the course		
	▪ Targets are informed by baseline data and information		
Quality of Evidence	▪ Assessment(s) measure the identified content/skills of the Objective Statement		
	▪ Assessment is of high-quality		
	▪ Multiple evidence sources are used, when necessary		
	▪ Detailed explanation of assessment administration is included, including how often, when it is administered, and by whom		
	▪ Description articulates how the evidence will be collected and scored (including description of scoring guides, rubrics, or instructions)		
	▪ A collaborative scoring process is used when possible (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)		

Appendix 2: Student Learning Objective Scoring Lookup Tables

Table 1: SLO Scoring Lookup Table for 2 SLOs

SLO 1	SLO 2	Final
Exceeded	Exceeded	Exceptional Attainment
Exceeded	Met	Full Attainment
Exceeded	Nearly Met	Full Attainment
Met	Met	Full Attainment
Met	Nearly Met	Full Attainment
Exceeded	Not Met	Partial Attainment
Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Not Met	Minimal Attainment
Not Met	Not Met	Minimal Attainment

Table 2: SLO Scoring Lookup Table for 3 SLOs

SLO 1	SLO 2	SLO 3	Final
Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Not Met	Partial Attainment
Exceeded	Met	Met	Full Attainment
Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Full Attainment
Met	Met	Nearly Met	Full Attainment
Met	Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Not Met	Partial Attainment
Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Minimal Attainment

Table 3: SLO Scoring Lookup Table for 4 SLOs

SLO 1	SLO 2	SLO 3	SLO 4	Final
Exceeded	Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Exceeded	Not Met	Full Attainment
Exceeded	Exceeded	Met	Met	Full Attainment
Exceeded	Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Exceeded	Met	Not Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Exceeded	Not Met	Not Met	Partial Attainment
Exceeded	Met	Met	Met	Full Attainment
Exceeded	Met	Met	Nearly Met	Full Attainment
Exceeded	Met	Met	Not Met	Partial Attainment
Exceeded	Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Met	Not Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Not Met	Minimal Attainment
Exceeded	Not Met	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Met	Full Attainment
Met	Met	Met	Nearly Met	Full Attainment
Met	Met	Met	Not Met	Partial Attainment
Met	Met	Nearly Met	Nearly Met	Partial Attainment
Met	Met	Nearly Met	Not Met	Partial Attainment
Met	Met	Not Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Met	Not Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Not Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Not Met	Minimal Attainment

Appendix 3: Online Resources

The Educator Evaluation section of the RIDE website contains a wide variety of resources. These online resources are updated frequently and we encourage educators to check back often.

Educator Evaluation Homepage:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation.aspx>

Rhode Island Model Guidebooks, Addenda, and Forms:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelGuidebooksForms.aspx>

Rhode Island Model FAQs:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelFAQs.aspx>

Online Modules & Tools (including the Assessment Toolkit):

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>

In-Person Training:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/In-PersonTraining.aspx>

Student Learning/Outcome Objectives:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/StudentLearningOutcomeObjectives.aspx>

Rhode Island Model Professional Practice & Foundations:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/RIModelProfessionalPracticeFoundations.aspx>

Educator Performance and Support System (EPSS):

<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/EducatorPerformanceandSupportSystemEPSS.aspx>

Rhode Island Growth Model:

<http://www.ride.ri.gov/InstructionAssessment/InstructionalResources/TheRhodeIslandGrowthModel.aspx>

Comprehensive Assessment System:

<http://www.ride.ri.gov/InstructionAssessment/Assessment/ComprehensiveAssessmentSystemCAS.aspx>

Questions? Email: edeval@ride.ri.gov