



Student Learning Objective Audit Instructions

Why conduct an SLO Audit?

RIDE recommends that districts participate yearly in a Student Learning Objective Audit. This allows the district to:

- better understand the level of quality of SLOs throughout the district from year to year.
- discover trends that could impact local policies and inform professional development for teachers and evaluators.
- evaluate Building Administrator Professional Practice (specifically, component PP3B but an SLO quality audit could yield evidence for other components such as PP2A, PP2B, and PP3C).

How is an SLO Audit different from an SLO Approval Calibration Session?

The purpose of an SLO Calibration Session is to assess and increase consistency of SLO approval. Calibration sessions are a useful exercise for district leaders, building administrators, and department chairs to establish a shared understanding of what constitutes a high-quality SLO. It is also recommended that building administrators replicate SLO Approval Calibration Sessions with teachers at the beginning of the school year in order to establish clear expectations on SLO quality. We highly encourage districts to calibrate their administrative team before teachers start to write their SLOs (either the end of the prior school year or beginning of the upcoming one) using the SLO Quality Review Tool, which is shorter than the audit. This will allow building administrators to better support their teachers in the SLO writing process, will decrease the amount of revisions needed, and will contribute to higher levels of consistency across the district.

The audit, on the other hand, is meant to provide helpful information to district leaders about the state of SLOs after they have been set, so an audit should be conducted after all SLOs have been approved. A calibration session is a form of professional development, so all evaluators should be included. However, since the audit's results will drive future decisions about SLOs, it is important that audit reviewers have a strong and shared sense of the SLO process so that they can be reliable and produce accurate data for the district.

Who should participate in an SLO Audit?

The audit could be conducted at multiple levels:

- District Level: a team of reviewers audit SLOs from across all schools in a district
- School Level: a leadership team at an individual school could conduct an audit of their teachers' SLOs
- Grade-Span or Content-Area: a team could focus their audit on an individual grade-span or content-area if a targeted investigation into trends was needed

The team of reviewers will depend on what level of audit you are conducting. If doing a district-level audit consider including a mix of central office leadership with building administrators. If conducting a school-level audit, consider including department chairs or lead teachers alongside administrators. We recommend that no

more than 10 reviewers be included in the process, as it is more challenging to maintain consistency with a larger group.

How do you conduct an audit with the SLO Audit Tool?

- Step 1:** Gather a random sampling of SLOs. If you are conducting a district-level audit it is important to include a representative sample of each school or evaluator in order to be confident that there is consistency of rigor and quality of evidence across the district.
- Step 2:** Assign each SLO a number. Create a spreadsheet that lists all the SLO numbers along with the school/evaluator.
- Step 3:** Redact all identifying information from the SLOs (teacher name, evaluator name, school, etc).
- Step 4:** Randomly assign reviewers to the SLOs. If possible, best practice is to assign two reviewers to each SLO. Double-scoring will increase consistency and highlight inconsistencies across reviewers that might skew your findings. Note the reviewers of each SLO on the spreadsheet.
- Step 5:** Audit reviewers should hold a calibration session with the Audit Tool to ensure that, to the degree possible, reviewers are operating with the same assumptions and expectations. The calibration session should take roughly an hour. The reviewers should review 2-3 SLOs (from each school level and different subjects) in advance of the meeting, and walk through how they would answer all the questions using the audit tool, discussing where their answers differ until they reach consensus. Previous reviewers have found that it is helpful to annotate the SLO as they go, and refer back to it later to help anchor their understanding of each question.
- Step 6:** Set a timeframe for all reviewers to complete their assigned audit. Decide if reviewers will fill out paper forms of the tool or complete an online form in SurveyMonkey or Google Forms. (An online form is highly recommended.)
- Step 7:** Analyze the SLO audit data.
- Step 8:** If needed, assign a third-reviewer or a reconciliation process for SLOs with discrepant results.
- Step 9:** Report SLO audit data to review team and determine next steps, based on the results.

How do you analyze and use the results of the audit?

The focus of analysis will depend on your particular district's context, but RIDE recommends considering the following:

- What is the level of quality and approvability of SLOs in the district?
- What trends did you notice across the set of SLOS from the district?
- Are SLOs with certain characteristics more likely to be approved than others (such as grade level, content area, or type of assessment)?
- Which areas of the SLOS are strongest and on which areas might teachers and evaluators need more guidance and support in order to increase approvability and quality?

The answers to these questions can help you to focus your next steps as you recognize and strengthen the quality of Student Learning Objectives in your district and schools. Depending on the outcomes of your audit, additional resources and supports available on RIDE's website might be helpful. Please reach out to edeval@ride.ri.gov if you have any questions.