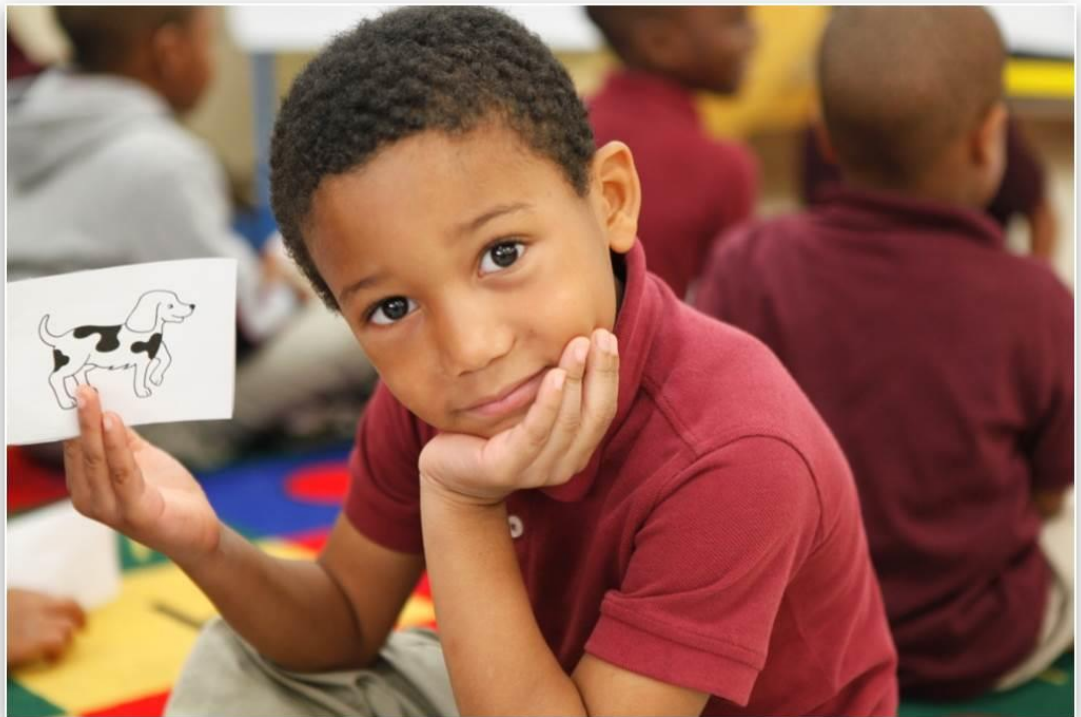


Support Professional

Measures of Student Learning



June, 2014



RIDE Rhode Island
Department
of Education

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Introduction

How to Use the Guidebook

The purpose of this Guidebook is to describe the process and basic requirements for the student learning measures that are used as part of the support professional evaluation and support process. For aspects of the process that have room for flexibility and school/district-level discretion, we have clearly separated and labeled different options with a **Flexibility Factor**.

To help educators better understand *how* to best implement various aspects of student learning process, additional resources are available on the Rhode Island Department of Education (RIDE) website, including online training modules, sample Student Learning/Outcome Objectives, and a suite of calibration protocols designed to help school and district leaders facilitate ongoing calibration exercises.

The **Online Resource** icon will be used throughout the Guidebook to indicate that a corresponding resource is available on the RIDE website. A list of the available online resources can be found in **Appendix 2**. Please note that additional resources will be developed over time. Educators can directly access the educator evaluation pages of the RIDE website at: www.ride.ri.gov/EdEval.



Flexibility Factor

The “Flexibility Factor” boxes will be used throughout the guidebook to highlight where schools and districts have an opportunity to customize aspects of the student learning process and establish policies to meet their local needs.

Defining “Support Professional”

For the purposes of this Guidebook, “support professional” refers to the following roles: library media specialists*, school nurse teachers*, reading specialists*, school counselors, school psychologists, speech language pathologists, and school social workers.

**For individuals who spend time instructing students, a Teacher Evaluation and Support System may be a better fit. This is an LEA decision in consideration of alignment to specific local responsibilities.*

Measures of Student Learning

Improving student learning is at the center of all our work and measuring specific outcomes that will increase access to learning for students is a critical part of the support professional's evaluation and support process. Depending on the support professional's specific assignment, all approved support professional evaluation systems in Rhode Island use one or more of the following measures to assess a support professional's impact on student learning: Student Learning Objectives (SLOs) and/or Student Outcome Objectives (SOOs), and the Rhode Island Growth Model (RIGM). Measures of student learning are included in support professional's evaluations because:

- Student learning is a critical measure of support professional effectiveness. Support professionals provide services that have a direct impact on access to learning, even if direct instruction is not their primary role.
- Student learning measures, when combined with assessment of Professional Practice and Professional Responsibilities, improve the accuracy of the Final Effectiveness Ratings for support professionals.
- Analyzing student data is a best practice for self-reflection and increased collaboration around improving service delivery and student outcomes.

Student Learning Objectives and Student Outcome Objectives

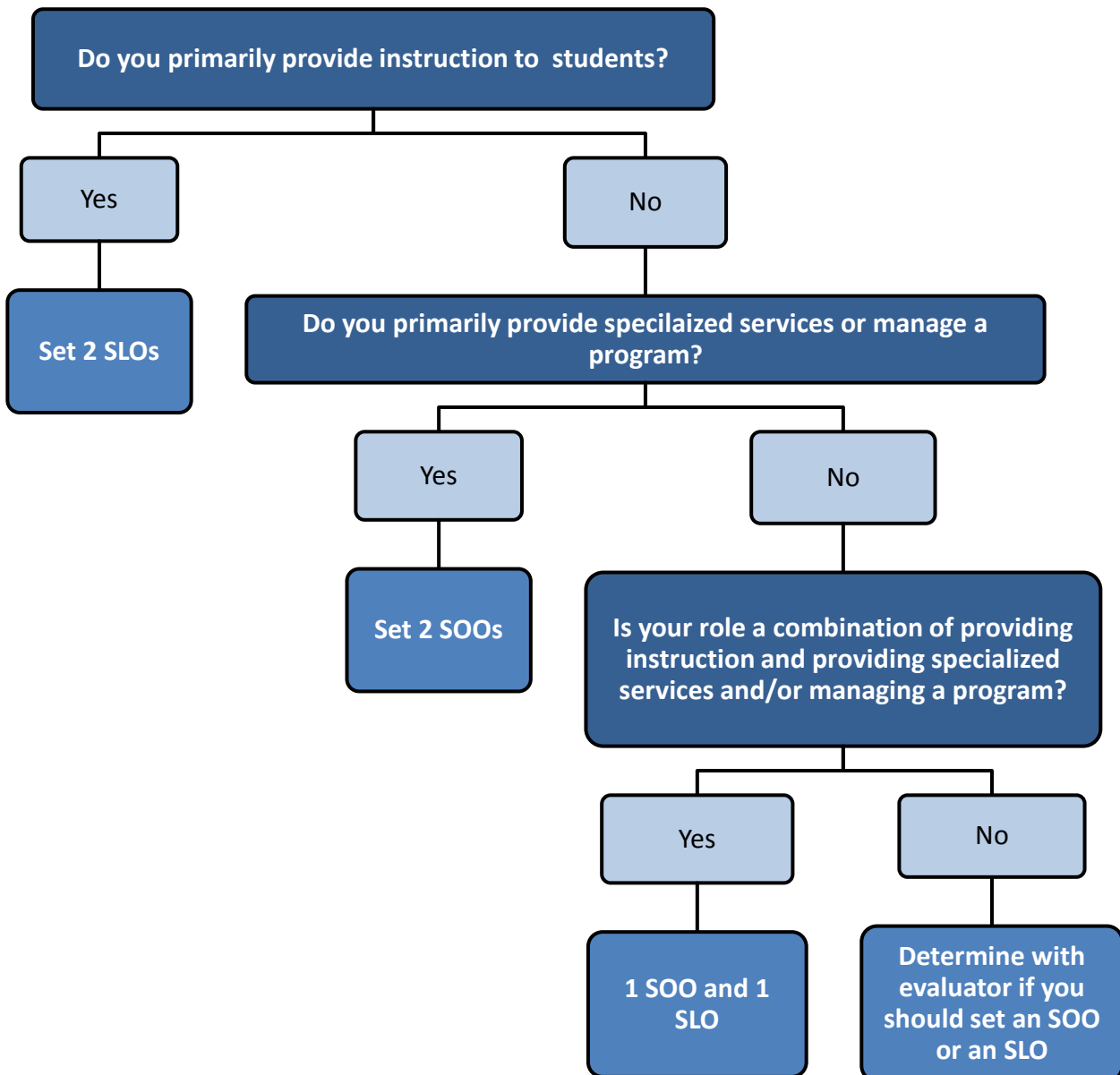
Both SLOs and SOOs can be used as a measure of a support professional's impact on student learning, either directly through demonstrated progress toward specific, measurable goals, or through increasing access to learning. An **SLO** is a long-term academic goal set for groups of students. An **SOO** is a long-term goal that is focused on an outcome that increases access to learning or creates conditions that facilitate learning. Both SLOs and SOOs can be set for the school year or an interval of service delivery/instruction appropriate to their assignment (e.g., a single semester). They must be specific and measurable, based on available student information, and aligned with standards, as well as any school and district priorities where applicable. Additionally:

- **The SLO/SOO process respects the diversity of all support professionals' roles.** The best way to measure student outcomes or student access to learning differs from role to role. These objectives present an opportunity for support professionals to be actively involved in deciding how to best measure the outcomes of goals for their specific population of students, while providing a consistent process for all support professionals across the state.
- **SLOs/SOOs focus educator attention where it matters most: on student outcomes.** Both SOOs and SLOs ask support professionals to think strategically about their impact on student learning, whether through direct instruction or increasing access to learning.

Student Learning/Outcome Objective Decision Tree

This decision tree is used to assist support professionals (and special educators) in determining whether they should set SLOs, SOOs, or a combination of both. The determination of a support professional's student learning options is based upon the specific role. LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.

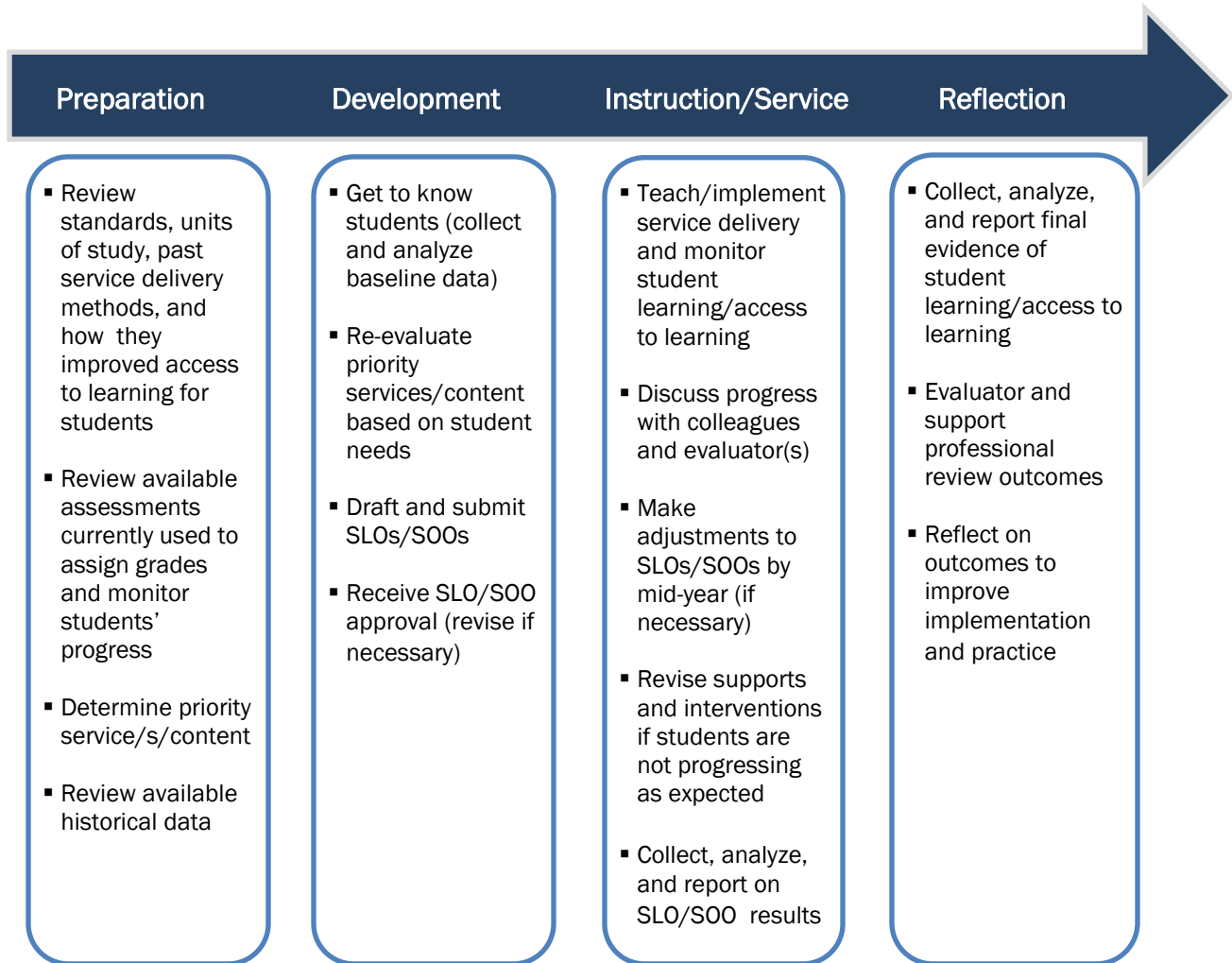
SLO/SOO Decision Tree



The Student Learning/Outcome Process

The process for setting SLOs and SOOs is the same, regardless of whether an educator is setting SLOs, SOOs, or a combination of SLOs/SOOs. Support professionals should, whenever possible, work collaboratively with colleagues to set SLOs/SOOs. The process is meant to foster reflection and conversation about the essential curriculum, strategies, and assessment tools used in schools across the state.

The SLO/SOO process mirrors a support professional's planning, instruction/service delivery, and assessment cycle as seen by the chart below:



The Anatomy of Student Learning Objectives & Student Outcome Objectives

The SLO and SOO forms are structured to help educators answer three essential questions.

SLO Form:

1. What are the most important knowledge/skills 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?

SOO Form:

1. What is the most important outcome that will enable students to have better access to education through your services?
2. Where are my students now with respect to this objective?
3. Based on what I know about them, where do I expect my students to be by the end of the interval of service? How will I measure this change?

Anatomy of a Student Learning Objective (Form)

<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/class 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/skills 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. ▪ Statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured. ▪ Attainment of this objective positions students to be ready for the next level of work in this content area.
	Rationale	<ul style="list-style-type: none"> ▪ Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective.
	Aligned Standards	<ul style="list-style-type: none"> ▪ Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned.
<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 support professional expects all students to be at the end of the interval of instruction. ▪ The target should be measurable 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 support professional or someone else). ▪ Describes how the evidence will be collected and scored (e.g., scored by the classroom support professional individually or by a team of support professionals; scored once or a percentage double-scored).

Anatomy of a Student Outcome Objective (Form)

<p>Title – A short name for the SOO</p> <p>Content Area – The service area(s) to which this SOO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number of students to whom this SOO applies</p> <p>Interval of Service – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the educator is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.</p>		
Main Criteria	Element	Description
<p>Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> The objective statement describes the specific outcome that the support professional is working to achieve. The depth and breadth of the objective statement will vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO.
	Rationale	<ul style="list-style-type: none"> Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or district priority.
<p>Essential Questions: Where are my students now with respect to the objective?</p>		
	Baseline Data / Information	<ul style="list-style-type: none"> Information that has been collected or reviewed to support the overall reasoning for the student outcome objective. This information could include survey data, statistics, participation rates, or references to historical trends or observations.
<p>Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval of service. The targets should be measurable and rigorous, yet attainable.
	Rationale for Target(s)	<ul style="list-style-type: none"> Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community. Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, trend data, or 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 the objective will be measured and why the evidence source(s) is appropriate for measuring the objective (e.g. logs, scoring guides, screening procedures, surveys) Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else). Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored).
	Strategies	<ul style="list-style-type: none"> Describe the method, strategies or plan that will be used to achieve your goal.

Number and Scope of Student Learning/Outcome Objectives

Support Professionals and evaluators should work together to determine how many SLOs/SOOs are appropriate for their specific role. The minimum number of SLOs/SOOs a support professional may set is two. Support professionals should discuss their rationale for selecting a particular area of focus with their evaluators at the beginning of the school year.

Students

A support professional's SLO/SOO may include all of the students in the school or focus on subgroups of students (e.g., caseload, specific grade level, course). An individual SLO/SOO that is focused on a subgroup must include all students in that subgroup with which the objective is aligned. An example for a school psychologist is below:

SOO 1: Stress Management			SOO 2: Bullying Prevention		
Section A	Section B	Section C	6 th Grade	7 th Grade	8 th Grade
SOO 1 includes <u>all students in all three sections of the stress management group</u>			SOO 2 includes <u>all students in all 3 grades</u>		

Furthermore, percentages or particular groups of students (e.g., students with IEPs) may not be excluded.

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 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 interval of instruction/service delivery, reducing the gap between their current and expected performance, 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/SOO such as "For those students who are present 80% of the time?"

No, because support professionals are responsible for documenting all students' progress toward the objective, including their efforts to reach students with extreme absenteeism. However, your evaluator can take extreme absenteeism into account when scoring the SLO/SOO.

FAQ

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

At mid-year, you and your evaluator should compare your current roster/caseload to the one upon which the targets were set. If there are substantial differences, adjust the targets as necessary to include all of the students you provide services to and exclude students who are no longer on your roster/caseload.

Baseline Data/Information

Data is information and educators collect information from students every day in order to help them plan effectively, adjust instruction/service delivery, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, support professionals must understand where their students are at the beginning of instruction/service delivery. There are many ways that support professionals 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);
- Sources of available data that shows trends (e.g., survey data, immunization records);
- 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/service delivery. These tests could include a support professional-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/SOOs; 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. Support professionals should gather information that helps them understand where their students are in relation to their preparedness to access the material of the class/services.

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: www.ride.ri.gov/EdEval-OnlineModules.



Rigor of Target

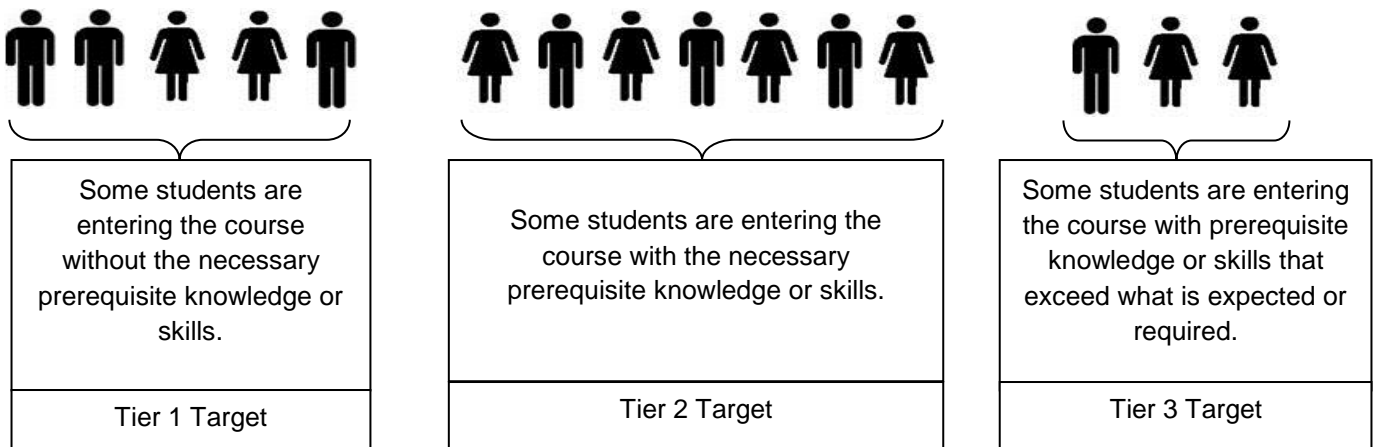
When setting the target(s) for an SLO/SOO, the support professional should start by considering where it is expected for groups of students or the school community as a whole to be at the end of the interval of instruction or the interval of service (objective statement) based on where the students are with respect to the objective statement (baseline data).

Not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning/outcomes.

Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course or grade level with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course or grade level with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction/service.

That said, the intent of tiered targets is not to calcify achievement gaps. The needs for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers. Additionally, while students in lower tiers may have a lower absolute target, reaching it may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

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



Support professionals who collaborate on SLOs/SOOs should also confer about targets; however the targets for each individual support professional must reflect the actual students in their class(es) or on their caseload. More detailed information about SLO/SOO target setting, including the online module: *Using Baseline Date and Information to Set SLO Targets*, is available on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.



Quality of Evidence

High-quality evidence sources are essential for accurately measuring students' learning. **In Rhode Island, a variety of evidence sources may be used for SLOs/SOOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, survey data, attendance records, etc.** A combination of evidence sources may also be used. Evidence sources may be created by individual support professionals, teams, district leaders, or purchased from a commercial vendor. However, all assessments must be reviewed by evaluators.

Selecting the right evidence source for an SLO 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** (e.g., The SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (e.g., The SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (e.g., The SLO addresses a variety of DOK levels and the evidence source includes items/tasks aligned with those DOK levels).

The evidence source for an SOO may include:

- data on the outcome itself (e.g., truancy rates, survey data on 11th grade students' attitudes toward drinking and driving);
- indicators related to the outcome (e.g., participation in school social events and clubs as an indicator of student engagement); or
- documentation of the action taken on the part of the support professional to move a student, group of students, or the school toward the outcome (e.g., creation of an afterschool fitness club).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the Objective Statement of the SLO/SOO, it is not the best choice. Additionally, the use of a single evidence source can be problematic if it does not capture the full breadth of the Objective Statement. Consider the following examples:

- The **SLO** Objective Statement says that students will improve their reading accuracy, fluency, and comprehension of literary and informational text, and their ability to convey information about what they've read. One assessment might be used to measure reading accuracy, fluency, and some comprehension of both literary and information text. Another assessment might be used to measure deeper reading comprehension and their ability to convey information about what they've read
- The **SOO** Objective Statement says that the overall health, wellness, and safety of students will improve. One evidence source might be used to track immunization records. A second evidence source may track the vision screening results and follow up. A third assessment may be used to assess the effectiveness of staff development sessions.

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: www.ride.ri.gov/CAS.



RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. While the Assessment Toolkit was originally designed for teachers, some of the resources will be helpful for support professionals. The Assessment Toolkit contains four resources:

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

Support professionals can access the Assessment Toolkit on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.



The table on the following page includes further guidance on selecting high-quality assessments. 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

Approving Student Learning/Outcome Objectives

In order for an SLO/SOO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content**
2. **Rigor of Target(s)**
3. **Quality of Evidence**

Some SLOs/SOOs will be approvable upon submission, while others will require revisions. An SLO and an SOO Quality Review Tool have been developed to further clarify expectations and help support professionals and evaluators determine if an SLO/SOO is acceptable or needs revision.

The SLO and SOO Quality Review Tools are available on the RIDE website at: www.ride.ri.gov/EdEval-Best-Practices-Resources.



Flexibility Factor

Approving Student Learning /Outcome Objectives:

Student Learning Objectives should be discussed during the Beginning-of-Year Conference and approved no later than the end of the first quarter.

Reviewing Student Learning/Outcome Objectives at the Mid-Year Conference

The Mid-Year Conference offers an opportunity for support professionals to review and discuss their students' learning progress with their evaluators. Support professionals 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 support professional and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

If at the Mid-Year Conference it becomes clear that an SLO/SOO is no longer appropriate, it may be revised. Revisions should be rare, but adjustments may be made if:

- **The schedule or assignment has changed significantly**
- **Class or caseload compositions have changed significantly**
- **New, higher-quality sources of evidence are available**
- **Based on new information gathered since they were set, objectives fail to address the most important learning or access to learning challenges in the classroom/school.**

NOTE: There may be extenuating circumstances that do not fit these four categories in which the evaluator must use professional judgment.

Scoring Individual Student Learning/Outcome Objectives

The process for scoring individual SLOs/SOOs begins with a review of the available evidence submitted by the support professional, including a summary of the results. Evaluators will score each individual SLO/SOO as *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.

Exceeded

- 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 an SLO/SOO 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

- 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

- 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

- 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 SLO/SOO was not met. This category also applies when results are missing, incomplete, or unreliable.

Flexibility Factor

Submission of Results

Schools and districts may determine the timeline for submitting SLO/SOO results. However, the intent is for SLOs/SOOs to document the impact that support professionals are making throughout the full interval of instruction. Early deadlines are not recommended (e.g., an April deadline for a year-long SLO). Additionally, 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/SOOs. When data become available, the support professional should summarize it and send it to the evaluator for review and the assignment of an overall rating.

Additional Student Learning/Outcome Objective Scoring Guidance

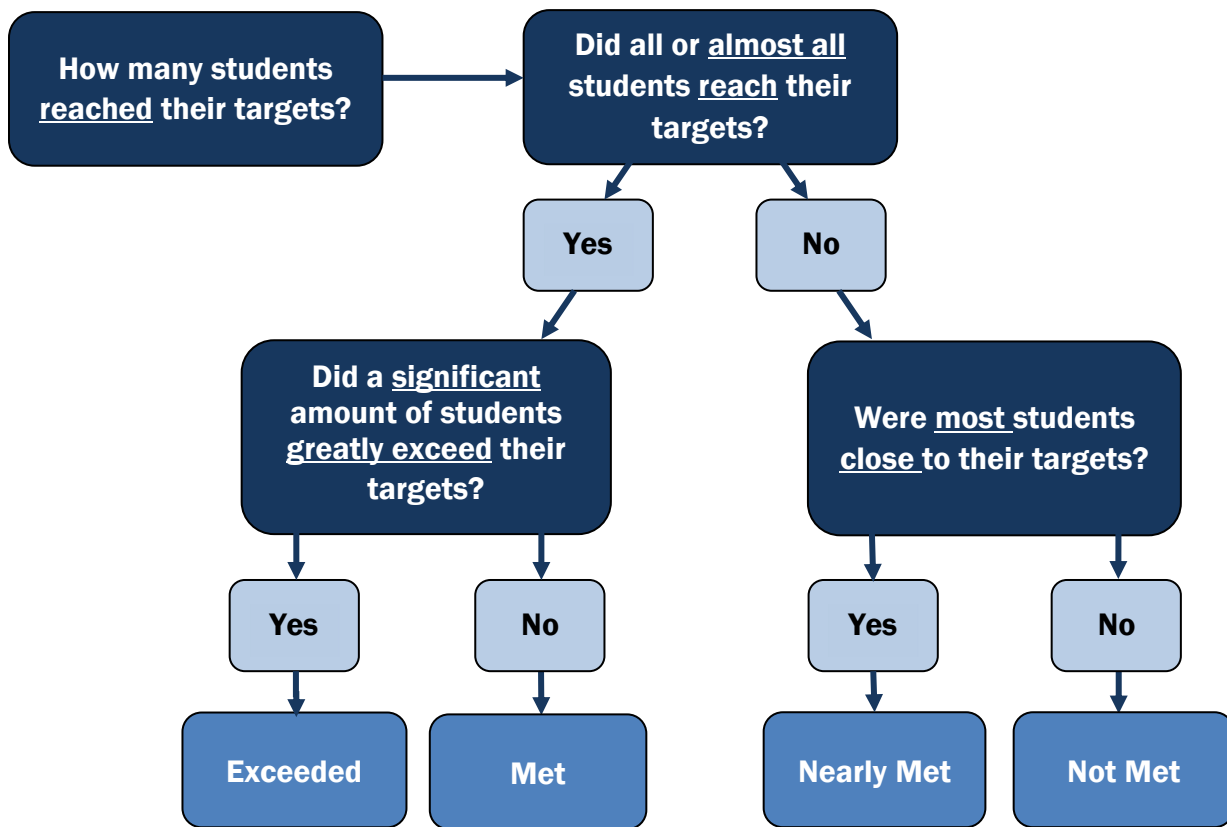
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

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

Student Learning/Outcome Objective Scoring Process Map

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



Scoring Student Learning/Outcome Objective Sets

Once individual SLOs/SOOs are scored by evaluators, the SLO/SOO Set Scoring Tables are used to determine an overall SLO/SOO rating of *Exceptional Attainment*, *Full Attainment*, *Partial Attainment*, or *Minimal Attainment*. The Student Learning Objective set scoring tables are located in **Appendix 1**.

Student Learning/Outcome Objective Set Descriptors

Exceptional Attainment

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

Full Attainment

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

Partial Attainment

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

Minimal Attainment

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

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 marked the first time that teachers and support professionals who were designated by their LEA as contributing educators in math and reading in grades 3-7 received an in-progress RIGM score. These scores were released via the Educator Performance and Support System (EPSS) to provide teachers and school and district leaders with a critical piece of information to improve teaching and learning. In 2014-15, contributing educators, where applicable, will once again receive a RIGM score. Although, these scores will not factor into the Final Effectiveness Rating, they should continue to be used for self-reflection and to improve teaching and learning.

We anticipate that RIGM scores will be factored into Final Effectiveness ratings when RIGM scores become available through the new statewide assessment system (PARCC).

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 can be accessed on the RIDE website at: www.ride.ri.gov/RIGM.



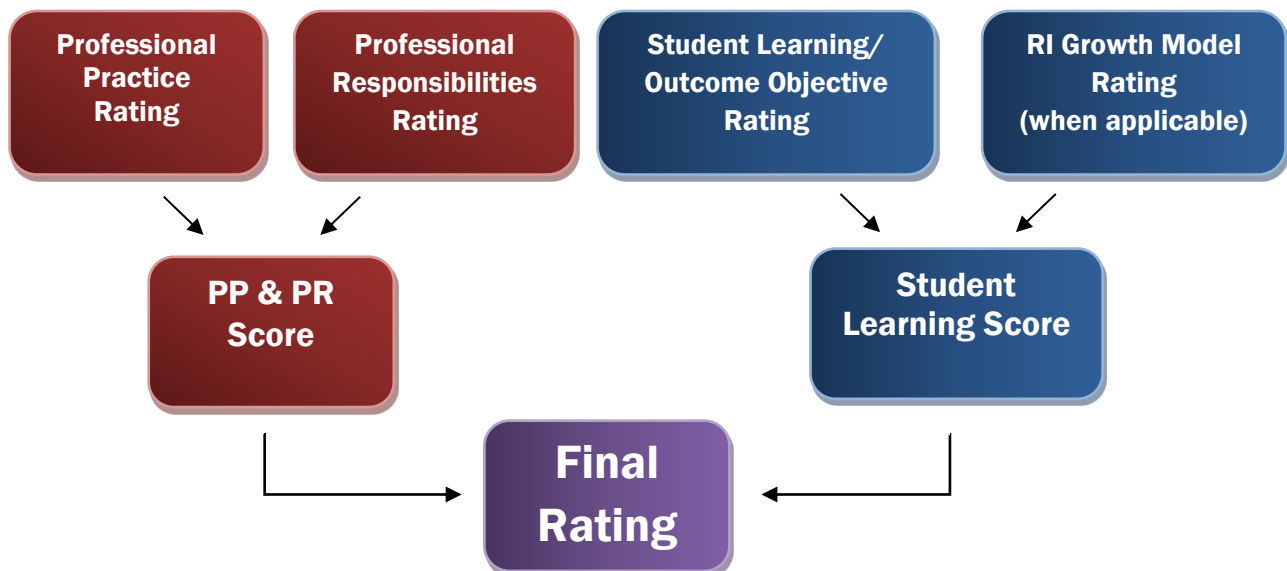
Calculating a Final Effectiveness Rating

The Final Effectiveness Rating will combine an individual's overall Student Learning score and the combined Professional Practice and Professional Responsibilities score. Support professionals 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 Responsibilities, SLOs/SOOs, and (when applicable) the RIGM Rating combine to produce the Final Effectiveness Rating. The section that follows explains how a series of matrices is used to calculate this rating.

Components of a Final Effectiveness Rating



Step 1 – Calculate a Professional Practice Rating

- The process for calculating a Professional Practice Rating is specific to the support professional evaluation system being implemented.

Step 2 – Calculate a Professional Responsibilities Rating

- The process for calculating a Professional Responsibilities Rating is specific to the support professional evaluation system being implemented.

Step 3 – Combine Professional Practice and Professional Responsibilities to form “PP and PR” Score

- The matrix pictured below, will be used to determine the PP and PR score, on a scale of 4 to 1. In the example below, the support professional received a Professional Practice rating of *Emerging* and a Professional Responsibilities Rating of *Meets Expectations*. These combine to form a PP and PR score of 3.

Matrix Used for All Educators

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Step 4 – Calculate a Student Learning/Outcome Objective Rating

- Evaluators will score each individual Student Outcome/Learning Objective as *Exceeded, Met, Nearly Met, or Did Not Meet*.
- Once individual Student Learning/Outcome Objectives are scored, an overall Student Learning/Outcome Objective rating will be calculated using the scoring tables located in **Appendix 1**.
- Sets of Student Learning Objectives will receive one of the following ratings:
 - **Exceptional Attainment**
 - **Full Attainment**
 - **Partial Attainment**
 - **Minimal Attainment**

Step 5 – Rhode Island Growth Model Rating (when applicable)

- Support professionals who have been designated by their LEA as contributing educators in math and reading in grades 3-7 will receive a Rhode Island Growth Model rating of *Low Growth*, *Typical Growth*, or *High Growth*. These ratings will be supplied to support professionals and evaluators by the Rhode Island Department of Education.

Step 6 – Determine an Overall Student Learning Score

- Where applicable, the Student Learning/Outcome Objective Rating will be combined with a Rhode Island Growth Model Rating using the Student Learning Matrix pictured below. For example, if a support professional received a Student Learning/Outcome Objective rating of *Full Attainment* and a Rhode Island Growth Model rating of *Typical Growth*, these two ratings would combine to produce an overall Student Learning score of 3.

Student Learning Matrix

		Student Learning/Outcome 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

Step 7 – Combine Scores to Determine Final Effectiveness Rating

- The PP and PR score and the Student Learning score will be combined using the matrix on the following page to establish the Final Effectiveness Rating. In this example, the educator received a Student Learning score of 3 and a PP and PR score of 3, which results in a Final Effectiveness Rating of *Effective*.

Matrices

Rhode Island uses matrices to determine a support professional's Professional Practice and Professional Responsibilities Score (PP and PR 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 PR, 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 Responsibilities	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

		Student Learning/Outcome 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

Final Effectiveness Rating Matrix

		STUDENT LEARNING			
		4	3	2	1
PP x PR	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: Student Learning/Outcome Objective Scoring Lookup Tables

Table 1: SLO/SOO Scoring Lookup Table for 2 SLOs/SOOs

SLO/SOO 1	SLO/SOO 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/SOO Scoring Lookup Table for 3 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 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/SOO Scoring Lookup Table for 4 SLOs/SOOs

SLO/SOO 1	SLO/SOO 2	SLO/SOO 3	SLO/SOO 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 2: 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:

www.ride.ri.gov/EdEval

Guidebooks and Forms:

www.ride.ri.gov/EdEval-RIModel-GuidesForms

Rhode Island Model FAQs:

www.ride.ri.gov/EdEval-RIModel-FAQs

Online Modules & Tools (including the Assessment Toolkit):

www.ride.ri.gov/EdEval-OnlineModules

Summer Training:

www.ride.ri.gov/EdEval-InPersonTraining

Student Learning/Outcome Objectives:

www.ride.ri.gov/SLOs

Best Practices Resource Suite:

www.ride.ri.gov/EdEval-Best-Practices-Resources

Educator Performance and Support System (EPSS):

www.ride.ri.gov/EPSS

Rhode Island Growth Model:

www.ride.ri.gov/RIGM

Comprehensive Assessment System:

www.ride.ri.gov/CAS

