

# Student Growth Measures

A Handbook for Teachers and Principals

2013-2014  
Noble Local Schools

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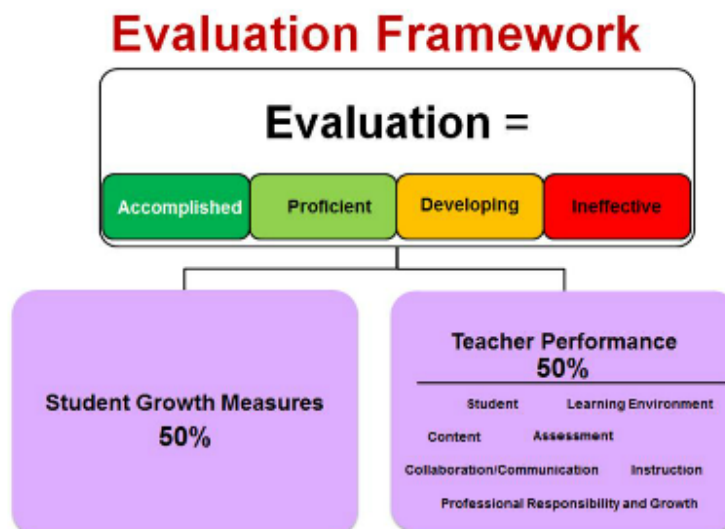
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## Introduction

The Ohio Department of Education has developed a model teacher evaluation system entitled OTES. The department's goal is to assist LEAs in developing or adopting models that comply with Ohio Revised Code (ORC) 3319.11; 3319.112 (the law surrounding teacher evaluation). Evaluations must:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on his or her performance on an annual basis.
- **Include Four Rating Categories:** To retain our best teachers and principals, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.
- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.

This Student Learning Objectives handbook provides guidance for meeting the requirement established by HB-153 to include "objective measures of student achievement and growth." More specifically, it focuses on one of the multiple measures of student learning in OTES: LEA measures (Student Learning Objectives.) For more information on the Ohio Teacher Evaluation System as a whole, please refer to the information available at [www.ode.state.oh.us](http://www.ode.state.oh.us)



## Framework Graphic

The State Board of Education adopted the Ohio Teacher Evaluation System Framework in November 2011. The framework illustrates the four rating categories. They are Accomplished, Proficient, Developing and Ineffective. These ratings result from the two main evaluation components: Student Growth Measures and Teacher Performance, each weighted 50%.

## Measures of Student Learning

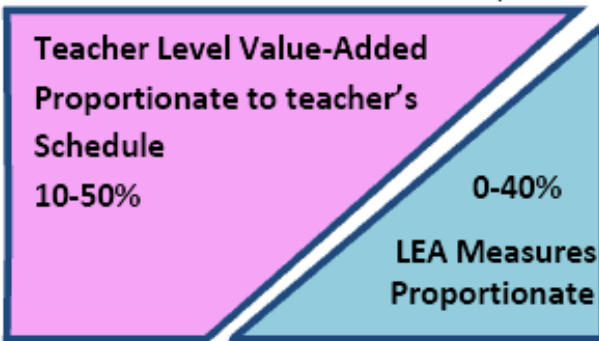
Measures of student learning make up 50 percent of a teacher's final evaluation rating in the OTES. A minimum of 10 percent of this total percentage comes from Value-Added data. However, not all teachers have Value-Added data available. To complement Value-Added, and to account for those teachers who do not have such data available, OTES also includes results of vendor assessments, specifically Terra nova assessments, and locally determined measures of students' progress toward specific growth or achievement goals, known as Student Learning Objectives.

**\*\*A1: Teacher Instructs Value-Added Subjects Exclusively**



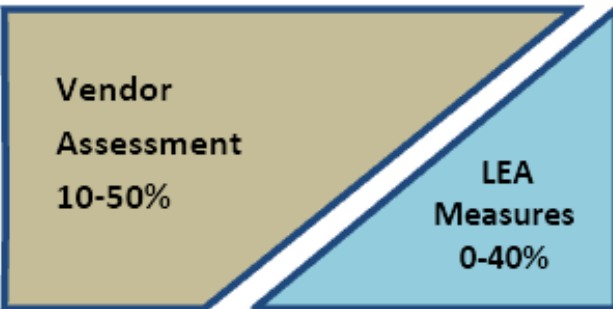
Including Terra Nova in grades 3-8 and ACT End of Course in 9-12

**A2: Teacher Instructs Value-Added Courses, But Not Exclusively**



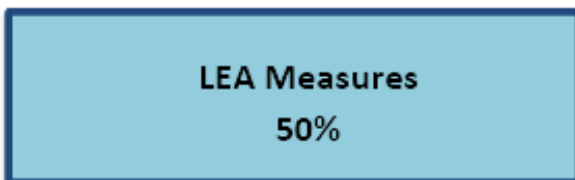
-OR-

**B: Approved Vendor Assessment teacher-level data available**



-OR-

**C: No Teacher-level Value-Added or Approved Vendor Assessment data available**



## What are Student Learning Objectives?

Effective teachers have learning goals for their students and use assessments to measure progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4<sup>th</sup> through 8<sup>th</sup> grade math or ELA, information on the extent to which students grow academically is provided annually in the form of Value-added data. As teachers of other grades and subjects do not have such information available, the OTES allows for these information gaps to be filled with Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable
- Based on available prior student learning data
- Aligned to state standards
- Based on growth and achievement

## The Purpose of Student Learning Objectives

The process of setting Student Learning Objectives requires teachers to create standards-aligned goals and to use assessments to measure student progress. This allows teachers to plan backward from an end vision of student success, ensuring that every minute of instruction is pushing teachers and schools toward a common vision of good instruction and achievement. By implementing Student Learning Objectives, OTES seeks to make these best practices a part of every teacher's planning.

As part of OTES, all teachers will set Student Learning Objectives. For some, setting or evaluating Student Learning Objectives represents a major shift in practice. It will require the type of collaboration and use of data that might be new and, at first, challenging. However, the result will be more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement.

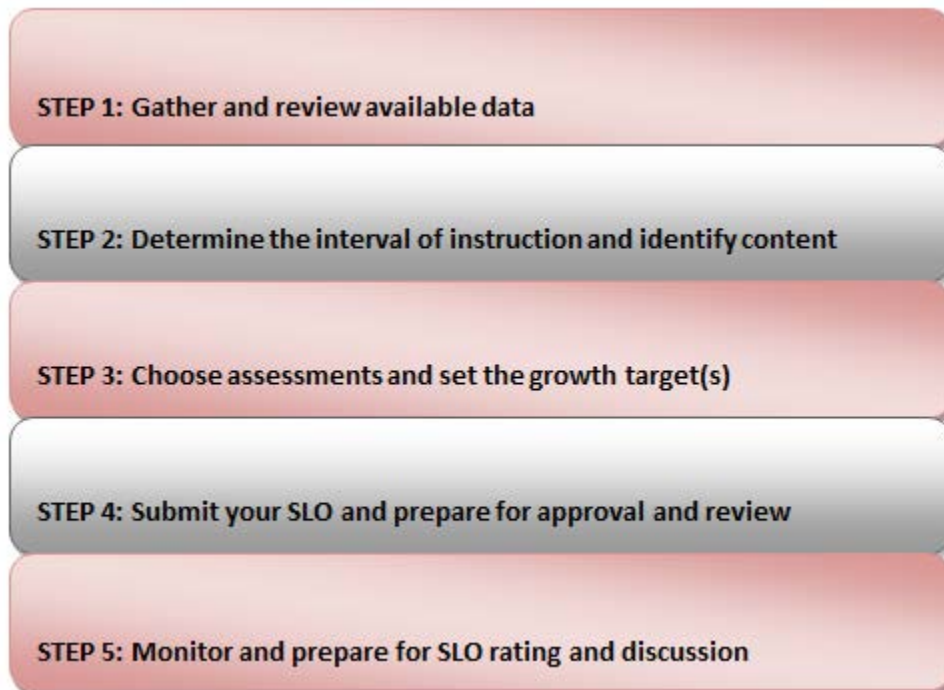
## The Student Learning Objective Process

### Collaborative

Student Learning Objectives, wherever possible, should not be written, set, or assessed by a single teacher or evaluator. Instead, teachers are expected to work with other teachers, curriculum leaders and evaluators to identify or create high-quality common assessments, and determine what content mastery looks like and how to assess it. They should share information on students' academic starting points, and work together to help those students who need it most. By working together, teachers, principals, and LEA leaders can use the Student Learning Objective component to encourage teacher-teacher and teacher-principal collaboration and center the work of all educators on teaching and learning.

### Consistent

While local education agencies (LEAs) have flexibility to shape the SLO process to fit local contexts, the Ohio Department of Education (ODE) recommends that teachers and SLO evaluators use the following steps to complete the SLO process.



## STEP 1: Gather and review available data

**Gather baseline and trend data.** SLOs are based on a clear understanding of the student population under a teacher's charge. To begin the process, teachers should gather baseline data to better understand how prepared their students are for the standards addressed by the course. These data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Once teachers have identified curricular priorities and gathered baseline data, they are ready to conduct a detailed analysis of student data.

**Conduct an analysis of student data.** This step helps the educator(s) determine where students will need to demonstrate the most growth. This process is similar to a gap analysis where the educator determines a plan for reducing the gap in a student's knowledge or skill. For this step, the teacher analyzes the baseline data for the most important content standards of the course. Based upon the data analysis, the educator can decide which skills or knowledge the SLO(s) will target.

**Identify the student population of focus for the SLO.** In this step, teachers should outline the student population to which the SLO will apply. This step can take on many different forms. An important note: Teachers should try to cover as many students as possible in their SLO. The student population will be based largely on what courses the teacher teaches and the results of the data analysis.

When completing Step 1, keep the following in mind:

- SLOs can apply to all students (course-level SLOs) or subgroups of students (targeted SLOs).
- Teachers should aim to include as many students as possible in the SLO and acknowledge in writing why any students are not included in the SLO. Students covered under a teacher's SLO(s) must be proportional and representative of the teacher's schedule. For example, if a science teacher teaches four sections of biology and two sections of earth science, two SLOs might cover the biology classes and one might apply to the earth science classes.
- In the rare case where a principal approves a student or subgroup omission, the teacher should note the rationale for the omission in the SLO student population field.

## Step 2: Determine the interval of instruction and identify content

**Determine the interval of instruction.** Also included in an SLO is the time period during which the educator expects growth to occur. The interval of instruction should be the length of the course (i.e., year long, semester long). For example, an elementary school mathematics class might meet every day, so the interval of instruction would be the duration of the academic year. The interval of instruction for a high school history class on a block schedule might be a trimester or semester. The interval of

instruction should be an adequate time for the expected growth to occur. The educator should also note when pre-assessments, post-assessments, and midyear evaluations will be administered.

**Determine the specific content and standards addressed by the SLO.** Based upon the data analysis, this section of the SLO should articulate the specific concepts or skills that students will gain during the course. The content or skill area should represent the essential learning of the course such as key skills or overarching content, and should be selected based upon the identified areas from the data analysis. The educator should also indicate the specific standard(s) that align with the SLO.

### STEP 3: Choose assessments and set the growth target(s)

The next step is to identify an appropriate assessment. This can be challenging, but it is one of the more important steps of the SLO process. ODE strongly recommends that districts not use assessments created by individual teachers. If a teacher must create an assessment that is unique to his or her classroom, ODE strongly recommends that the teacher develop the assessment with a school or district administrator with expertise in assessment, a special educator, an English language learner (ELL) specialist, and/or a content team member. At a minimum, the assessment should be reviewed at the district level by content experts such as grade-level or subject-level content experts. When choosing an appropriate assessment, the items on the test should cover all key subject and grade-level content standards.

Educators may compare their end-of-year data to baseline and trend data. Having a set of baseline and trend data will help develop a rich context for student growth that may produce higher quality targets than a simple pre-test could. Assessments do not need to be pencil-and-paper tests, but can be performance based assessments as well. Educators are encouraged to select the assessment(s) that are most appropriate for measuring student growth in the subject area of the SLO.

Assessment options include:

- Performance-based assessments, such as presentations, projects, and tasks scored with a rubric
- Portfolios of student work scored by an approved rubric
- Results of state exams when value-added models are not available (e.g., Ohio Alternative Assessment, Ohio Graduation Assessment), results of nationally normed tests
- Results of subject- or grade-level specific district-created tests

When identifying assessments, educators should keep in mind that assessments must:

- Be aligned to national or state standards and to the SLO growth target (meaning that it measures the skills or content addressed by the SLO).
- Be reliable, meaning that the assessment produces accurate and consistent results.
- Be a valid measure, meaning that the assessment measures what it is designed to measure.
- Be realistic in terms of the time required for administration.



**Develop the SLO growth target(s).** Within the *SLO Template*, the educator should write a brief yet specific growth target for students that align with state or national standards, district priorities, and course objectives. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate an increase in learning between two points in time. The target can be tiered for specific students in the classroom to allow all students to demonstrate growth or the target can be equally applicable to all students in a class, grade, or subject. This target should be rigorous, yet attainable, as determined by the baseline or pretest data. Below are examples of acceptable and unacceptable growth targets. The acceptable growth targets allow the teacher to demonstrate growth for *all* students while the unacceptable SLOs focus solely on student mastery.

**Explain the rationale for the growth target.** High-quality SLOs include strong justifications for why the growth target is appropriate and achievable for this group of students. The rationale should be a precise and concise statement that describes the student needs and refers to the evidence that informed the creation of targets. When applicable, rationales should also reference school and district goals or priorities.

#### **STEP 4: Submit your SLO and prepare for approval and review**

**Prepare to submit your SLO.** Prior to submitting an SLO, the educator should do a final comparison with the *SLO Template Checklist*. Once the educator has created his or her SLO, he or she should submit it for review to his or her BLT. Educators should expect to receive feedback on the rigor and completeness of the SLO from the review team by the end of November of the current school year. Timing will depend on the school calendar (e.g., start of the school year, end of quarter, use of trimester schedule). If the SLO is not approved, the educator will have 10 days to complete requested revisions and then resubmit the SLO.

**Schedule the SLO conference.** Once the SLO has been submitted for approval, the educator and BLT will meet.

**Review guidance materials and the SLO.** Teachers should submit SLO materials prior to the SLO conference. Materials will include: the completed SLO template, the SLO template checklist, student baseline and trend data, and assessments used in the SLO. Evaluators should generate notes about the SLOs prior to the conference and include clarifying questions that will support a quality approval process.

## STEP 5: Final Scoring of the SLO

### SLO Final Review Overview

After the SLO is approved, the teacher is responsible for compiling the evidence for the final scoring process. The final scoring process must be completed by May 1 to ensure that the teacher evaluation is completed in accordance with the timeframes established by law.

The *SLO Scoring Template* is a document that will be used to assess whether or not SLO targets have been met as well as the overall teacher rating for the SLO. There are several steps teachers must follow in order to arrive at a final calculation. The calculation and scoring must be completed prior to May 1 of each year. Ample time for committee review must be given to ensure that the entire teacher evaluation process is complete by the May 1 deadline as defined in law.

- First, the teacher adds the name or identification number for each student into the worksheet. Additional rows may be added as needed.
- Then, the teacher enters each student's baseline score. This may be from a combination of data points and available information such as scores, the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
- Next, using their completed SLO template as a guide, the teacher enters each student's established growth target.
- The teacher enters the final performance data for each student.
- The teacher enters if each individual student exceeded/ met the growth target by answering yes or no.

Once all the relevant information has been entered in the worksheet, attainment of the students' growth targets and overall teacher rating of student growth measures on this SLO will need to be computed.

The teacher can use the *SLO Scoring Template* to determine the percentage of students not meeting, meeting, or exceeding the established growth targets. If the teacher used tiered targets as recommended by ODE, they can sort the students by the identified tiered targets and then sort again based on the difference of the target score and the baseline score from highest to lowest.

The *SLO Scoring Matrix* should be used in conjunction with the *SLO Scoring Template*. ODE developed the five-level rating for SLOs to align with the 5-levels of value-added scores.

**SLO Scoring Matrix**

Percentage of students that met or exceeded growth target	Descriptive rating	Numerical rating
90-100	Most Effective	5
80-89	Above Average	4
70-79	Average	3
60-69	Approaching Average	2
59 or less	Least Effective	1

Data will be entered into eTPES by administrators at the level established by our district plan:

Teacher Category	Value-Added (0-50%)	Vendor Assessments (0-50%)	LEA Measure (SLO)	Total
Category A1	50%		0%	50%
Category A2	40%		10% (or proportionate to schedule)	50%
Category B		10%	40%	50%
Category C			50%	50%

## Timeline and Checklist

Below is a general overview of the timeline of the Student Learning Objective process and checklists of each major section of the timeline with more details.

August-October	November- mid-April	Mid-April-May
<ul style="list-style-type: none"><li>•Gather/ analyze baseline/ trend data for each student represented in the SLO</li><li>•Use template to write SLO</li><li>•Set rigorous, yet attainable growth targets</li><li>•Select rigorous, appropriate assessments</li><li>•Submit to BLT by Oct. 1.</li></ul>	<ul style="list-style-type: none"><li>•Nov.1: Receive feedback from the BLT and make revisions as necessary.</li><li>•Resubmit by Nov. 15</li><li>•Monitor student growth through analyzing assessment data and student work</li></ul>	<ul style="list-style-type: none"><li>•Administer final assessment at the end of the interval of instruction to determine growth</li><li>•Rate and score the individual SLO by using the <i>SLO Scoring Template</i> to determine growth rating</li><li>•Submit results to/ meet with evaluator by May 1</li><li>•Evaluator combines SLO scores into eTPES by May 15.</li></ul>

## Appendix A. Student Learning Objective (SLO) Template

*This template should be completed while referring to the **SLO Template Checklist**.*

Teacher Name: \_\_\_\_\_ Content Area and Course(s): \_\_\_\_\_ Grade Level(s): \_\_\_\_\_ Academic Year: \_\_\_\_\_

Please use the guidance provided in addition to this template to develop components of the Student Learning Objective and populate each component in the space below.

### Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

### Student Population

*Which students will be included in this SLO? Include course, grade level, and number of students.*

### Interval of Instruction

*What is the duration of the course that the SLO will cover? Include beginning and end dates.*

### Standards and Content

*What content will the SLO target? To what related standards is the SLO aligned?*

### Assessment(s)

*What assessment(s) will be used to measure student growth for this SLO?*

**Growth Target(s)**

*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*

**Rationale for Growth Target(s)**

*What is your rationale for setting the above target(s) for student growth within the interval of instruction?*

## Appendix B. Student Learning Objective (SLO) Template Checklist

*This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.*

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i>	<i>Which students will be included in this SLO? Include course, grade level, and number of students.</i>	<i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i>	<i>What content will the SLO target? To what related standards is the SLO aligned?</i>	<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) <input type="checkbox"/> Draws upon trend data, if available <input type="checkbox"/> Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses	<input type="checkbox"/> Includes all students in the class covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> Does not exclude subgroups of students that may have difficulty meeting growth targets	<input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)	<input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)	<input type="checkbox"/> Identifies assessments that have been reviewed by grade-level and content-level district experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments	<input type="checkbox"/> Ensures all students in the course have a growth target <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets	<input type="checkbox"/> Demonstrates teacher knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets <input type="checkbox"/> Explains how targets align with broader school and district goals <input type="checkbox"/> Sets rigorous expectations for students and teacher(s)

# Appendix C: SLO Approval TEMPLATE

## Noble Local Schools

For Grade \_\_\_\_\_ or Course \_\_\_\_\_ Teacher \_\_\_\_\_

<p><b>BASELINE &amp; TREND DATA</b></p> <p>What information is being used to create this SLO that establishes the amount of growth that should take place within the time period? List the results of previous test scores, results of preassessments, trend data if available, an analysis of student strength and weaknesses</p>	
<p><b>ITEM EVALUATION</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments)</li><li><input type="checkbox"/> Draws upon trend data if available.</li><li><input type="checkbox"/> Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses</li></ul>	
<p><b>STUDENT POPULATION</b></p> <p>Which students will be included in this SLO? Include the course, grade level, and number of students. Describe the student population and any contextual factors that may impact student growth</p>	
<p><b>ITEM EVALUATION</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO.</li><li><input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth.</li><li><input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded, and if they are covered in another SLO.</li></ul>	



<p><b>INTERVAL OF INSTRUCTION</b></p> <p>What is the duration of the course the SLO will cover? Include beginning and ending dates if appropriate.</p>	
<p><b>ITEM EVALUATION</b></p> <p><input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year).</p>	
<p><b>STANDARDS AND CONTENT</b></p> <p>What content will the SLO cover? To what related standards is the SLO aligned?</p> <p>Specify how the SLO aligns with the Common Core. List the “big ideas” or domains of the content taught during the interval of instruction. Identify the core knowledge and skills the students are expected to attain.</p>	
<p><b>ITEM EVALUATION</b></p> <p><input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content State Standards, or (3) national standards put forth by educational organizations.</p> <p><input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction.</p> <p><input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards.</p>	

<p style="text-align: center;"><b>ASSESSMENTS</b></p> <p>What assessments will be used to measure student growth? List assessments that will be used and attach self-made pre- and post-tests. Demonstrate that assessments used have sufficient “stretch to challenge the ablest learners.</p>	
<p><b>ITEM EVALUATION</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.</li> <li><input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course.</li> <li><input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used.</li> <li><input type="checkbox"/> Follows the guidelines for appropriate assessments.</li> </ul>	
<p style="text-align: center;"><b>GROWTH TARGETS</b></p> <p>Considering all available data and content requirements, what growth targets can students be expected to reach?  Ensures all students have a growth target,  Uses tiered targets if appropriate,  Sets developmentally,  Sets ambitious yet attainable targets.</p>	
<p><b>ITEM EVALUATION</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students in the class have a growth target in at least one SLO.</li> <li><input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth</li> <li><input type="checkbox"/> Sets developmentally appropriate targets</li> <li><input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth</li> <li><input type="checkbox"/> Sets ambitious yet attainable targets</li> </ul>	

## RATIONALE FOR GROWTH TARGETS

What is the rationale for setting the targets for student growth within the interval of instruction?  
Demonstrates teacher knowledge of students and content.  
Explains why target is appropriate for the population.  
Addresses observed student needs.  
Uses data to identify student needs and determine appropriate growth targets  
Explains how targets align with broader school and district goals  
Sets rigorous expectations for students and teacher(s)

## ITEM EVALUATION

- Demonstrates teacher knowledge of students and content.
- Explains why the target is appropriate for the population.
- Addresses observed student needs.
- Uses data to identify student needs and determine appropriate growth targets.
- Explains how targets align with broader school and district goals.
- Sets rigorous expectations for students and the teacher.

\_\_\_\_\_ This SLO has been approved by the SLO Review Committee.  
\_\_\_\_\_ This SLO needs revised. Please submit changes by \_\_\_\_\_.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix D: SLO Scoring Template and Scoring Matrix

### Individual SLO Scoring Template

<b>Teacher Name:</b>		<b>School:</b>			
<b>SLO Title:</b>		<b>Assessment Name (if available):</b>			
Student Name	Student Number	Baseline Score	Growth Target	Final Score	Exceeds/Meets Target? (yes/no)

The Microsoft Excel form of this document is available on the ODE website:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1230&ContentID=125742>

### SLO Scoring Matrix

Percentage of Students That Met or Exceeded Growth Target	Descriptive Rating	Numerical Rating
90–100	Most Effective	5
80–89	Above Average	4
70–79	Average	3
60–69	Approaching Average	2
59 or less	Least Effective	1

## **Instructions to Complete the Individual SLO Scoring Template**

To be completed prior to the end of the interval of instruction:

1. First add the name and identification number for each student into the worksheet. Add additional rows to the table as needed.
2. Enter each student's baseline score. These scores may be from a combination of data points and available information such as scores, the assessment administered at the beginning of the school year or from the previous year /class if available, or other measures that help to set the baseline of the student performance.
3. Using your completed SLO template as a guide, enter each student's established growth target.

To be completed at the end of the interval of instruction:

1. Enter the final performance data for each student.
2. Enter if each individual student exceeded/ met the growth target by answering yes or no.
3. Once all the relevant information has been entered in the worksheet, determine how many students met their growth target.
4. Divide the number of students who met their target by the total number of students and multiply by 100 to determine the percentage of students who exceeded/met their target. Write this number in the box titled "Final SLO Percentage" at the bottom of the template.
5. Divide the number of students who did not meet their target by the total number of students and multiply by 100 to determine the percentage of students who did not meet their targets. An alternate way to calculate this number is to simply subtract the percentage of students who exceeded/met their target from 100. Write this number in the box titled "Final SLO Percentage" at the bottom of the template.
6. Determine the numerical rating of the SLO by using the lookup table provided in the bottom-left of the template. Write the numerical rating of the SLO in the box in the bottom-right of the template.