Poudre School District Student Outcome Objectives Guide

A standardized process that supports customizable indicators of effectiveness for Specialized Service Professionals and other licensed personnel who provide support to staff members as well as students.

Version 3.0 (7/30/2024)

This guidebook describes processes, includes needed forms, and provides examples that will support the development of high quality Student Outcome Objectives (SOOs). **The SOO process is about student outcomes and outcome measures related to assisting in the effectiveness of educational colleagues (i.e., the ends), not about documentation of the support process (i.e., the means).** Support strategies and pedagogy are evaluated within the Professional Practice half of the PSD evaluation cycle. Furthermore, the SOO process constitutes one portion of a comprehensive system for developing reliable outcome-based ratings. In some cases, a growth rating process referred to as Stratum-2 within the PSD evaluation system may provide evidence of effectiveness. Stratum-2 growth ratings are based on system-wide measures of student outcomes and hence support a norm-referenced estimation of educator effectiveness. Stratum-2 can provide a defensible means of "flagging-out" Specialized Service Professionals (SSP) where appropriate student outcome measures are available. It is anticipated that many SSP will not have access to appropriate Stratum-2 measures and will therefore be providing evidence of effectiveness via the SOO process that is the topic of this Guide. The growth rating being provided through use of the SOO process is categorized as an "individual attribution" measure. This means that the outcomes being used to measure the educator's effectiveness are derived from students and adults that the SSP or other professional has directly instructed or interacted with.

An SOO is developed using a standardized process that provides customizable criterion-referenced student-outcome indicators of effectiveness and/or outcome measures related to assisting in the effectiveness of educational colleagues. These measures of effectiveness make sense for each individual staff member within PSD regardless of the uniqueness of their assignment. An SOO documents an agreement between an educator and their supervisor regarding four key questions that are useful in estimating educator/SSP effectiveness:

1) What are the key outcomes students and/or professional colleagues are expected to obtain given effective support from the SSP or other licensed support staff?
2) What specific form of measurement will be used to quantify/operationalize the level of attainment of these outcomes for individual students or professional colleagues?
3) What score/outcome on the identified measure will be used as the success criterion to indicate that a student or professional colleague has met the learning target?
4) What percentage of students or professional colleagues that attain the success criterion will be considered an indicator of effectiveness for the SSP or other licensed support staff? (How many success stories are enough?)

The SOO approach to obtaining evidence of effectiveness is not norm-based because each staff member in PSD is able to select targets that indicate effectiveness appropriate to their unique assignment, and then provide evidence of meeting these targets. Evidence of effectiveness is in no way related to other staff members' outcomes with different sets of students/adults, timelines, or measures. This is an important and favorable feature of the SOO because the assignments of our SSP and other licensed support staff can be very individualized. **The SOO provides evidence of effectiveness in the form of the percentage of students/adults that meet the success criterion defined in the SOO.**

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This guidebook is intended to help staff members and principals understand and create Student Outcome Objectives (SOOs). Individual staff members will be made aware of the need to engage in the SOO process as part of their annual evaluation by their supervisor during the first quarter of each school year in which a Growth Rating of 3 is not available from any other stratum of the Poudre School District (PSD) Growth Rating System. The use of the SOO process represents an important way of identifying evidence of effectiveness in the form of student or adult outcomes. While the other levels of the PSD Growth Rating System rely on data from the past two school years, the SOO process is based on data from the current school year.

PSD has provided several videos related to the different components of the Growth Rating Process as well as some general overview information. Viewing these videos will help our educators understand how the SOO process fits into a bigger evaluation process that is intended to improve outcomes for students by providing our educators with feedback and professional support. PSD educator effectiveness videos are available at the PSD website.

Question: What is an SOO?
Answer: A participatory method of setting measurable goals, or objectives, aligned with the subject matter taught or services provided, that allows for the evaluation of student/adult-colleague outcomes as an indicator of job performance effectiveness. SOOs are based on student and/or professional colleagues' outcomes.

SOOs can be built around performance targets and/or growth targets as long as the targets set reflect student/adult-colleague learning or improvement over time. Poudre School District defines "Growth" as "measurable learning or improvement over time". SOOs document an agreement between a staff member and their supervisor regarding four key questions that are useful in estimating the effectiveness of our staff in supporting student academic growth, social-emotional health, and physical well-being:

1) What are the key outcomes students and/or professional colleagues are expected to obtain given effective support from the SSP or other licensed support staff?
2) What specific form of measurement will be used to quantify/operationalize the level of attainment of these outcomes for individual students or professional colleagues?
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the SOO because the assignments of our SSP and other licensed support staff can be very individualized. **The SOO provides evidence of effectiveness in the form of the percentage of students/adults that meet the success criterion defined in the SOO.**

Question: Why would we engage in the creation and monitoring of SOOs?
Answer: Setting long-term Student Outcome Objectives allows staff members to plan backward from a vision of student success. This helps ensure that every minute of contact time moves students towards higher levels of achievement and health. The intended outcome of such a process is to ensure a culture of learning for our staff as well as our students.

When done thoughtfully and collaboratively the SOO process will lead to the following:
- An increase in the quality of discussions surrounding student growth and learning
- Deeper understanding of the academic and wellbeing needs of students
- Clearer indications of when and how to adjust our practice to meet students' needs
- Improved social-emotional and physical health and well-being of students
- Defensible individual attribution growth ratings that are fair and accurate

Student Outcome Objectives will not require new forms of measurement given that staff members have already designed their support practices to incorporate some form of measurement of outcome targets. The measures educators currently have in place to monitor student attainment of outcomes and academic standards are appropriate for use in the creation of SOOs. There is tremendous flexibility in the type of measures that can be integrated into the PSD approach to designing appropriate SOOs. The Colorado Department of Education provided leadership in facilitating the development of "Sample Student Outcome Measures" for each of 9 different SSP categories. These documents are available at the CDE website (http://www.cde.state.co.us/educatoreffectiveness/mslguidanceforssp).

In the SOO process, desired outcomes are operationalized as well-defined success criteria relative to specified forms of measurement. **The "objective" in SOO stands for an educator's objective which is defined as the percentage of students/professional-colleagues meeting the success criterion.** It is the **educator's objective** (defined in terms of a percentage of students/professional-colleagues meeting the success criterion) that is being used as an indicator of staff effectiveness.

Finally, it is important to note that PSD educators (principals, staff members, and support staff) have contributed to the development of this SOO Guide. Much of the initial thinking regarding development of this Guide has been influenced by numerous other states and districts that have published various materials related to SOOs.

<h1 style="text-align:center">Timeline</h1>

The traditional education calendar has been built around 9-week blocks of time called quarters. Centennial High School is an exception in that they currently run courses on a 6-week cycle referred to as hexters. Whether quarters or hexters define the natural instructional cycles at your school(s), taking this structure into account when writing SOOs will have several benefits. All PSD schools operate within the timeframe of semesters (two quarters or three hexters).

> **Required:**
>
> - 1st Semester SOO process completed by last day of semester 1.
> - 2nd semester SOO process must be completed by last day of quarter 3 or hexter 5.
> - A minimum of 6 continuous weeks of support time must be reflected in a SLO

Staff members often plan support activities that fall within the start and end dates of the quarter/hexter schedule. Measures of students' outcomes within hexter, quarter, or whole semester intervals can serve as indicators of students making substantial progress and provide the evidence of effectiveness that PSD seeks. Framing the SOO process to coincide with these pre-existing cycles of instruction also provides staff members with multiple opportunities to demonstrate acceptable levels of student impact during the course of a single academic year. **If a staff member attains a growth rating of 3 from the 1st semester SOO process, then that rating will serve as the final growth rating.** If a staff member does not receive a growth rating of 3, then that staff member will be required to participate in the 2nd semester SOO process as a final opportunity to earn a growth rating of 3.

Table 1: SOO Timeline

Quarter	Process	Deliverable
1st Quarter/ Hexter	- Collect baseline information on students' knowledge & skills - Document 1st semester SOO process on form and get signature - Score SOO if it is completed prior to the end of the first quarter	Complete 1st Semester SOO Form
2nd Quarter/ Hexter	- Conduct SOO process if not already scored in quarter 1 - Discuss with evaluator as needed	SOO Growth Rating #1
3rd Quarter/ Hexter	- Conduct 2nd semester SOO process if needed - Receive constructive feedback on process & outcomes	SOO Growth Rating #2
Final Quarter/ Hexter	- Evaluator ensures that the final SOO rating is entered into the PSD evaluation data collection system - Receive constructive feedback on process & outcomes during summative evaluation meeting	Final SOO Growth Rating to HR

Each staff member will have two distinct opportunities in a given school year to provide evidence of effectives through measurable student/professional-colleague outcomes. Principals/supervisors will have the opportunity to guide staff members who did not meet expectations during the first round of the SOO process in an attempt to support their success during the second round of the process. **The spirit of the law, as interpreted by PSD, is one of professional support and continuous improvement of effectiveness.** A two-phase (Fall and Spring) student outcome objective process is one way in which PSD is promoting a vision of professional support through Educator Effectiveness implementation.

The first round of the SOO process must be completed by the last day of Semester 1. SOOs must encompass at least 6 weeks of continuous instruction/support time, and can be initiated anytime during the first semester. This flexibility regarding start date is intended to help staff members align the initiation of the SOO process with natural instruction/support cycles. The alignment of the SOO process to natural cycles of instruction makes the process more authentic and more likely to support our educators' development toward higher levels of effectiveness. Increased adult effectiveness will benefit PSD's students.

Second semester SOO processes must also reflect a minimum of 6-weeks of instruction/support and must be completed by the last day of the third quarter. This compressed time frame in the second semester is needed to allow for contingent Human Resource processes to be carried out in a timely fashion. Only educators for whom participation in the Fall semester SOO process resulted in a Growth Rating below 3 must participate in the 3rd quarter SOO process. The 3rd quarter SOO process is the final opportunity for Poudre School District to identify evidence of effectiveness based on student outcome data in a given academic year.

Types and Number of Student Outcome Objectives

This section of the guidebook provides information to help staff members and principals make decisions regarding the type and number of SOOs that are appropriate for an individual's assignment. SOOs are a staff member-generated measure, created in consultation with a principal and following the guidance that PSD provides.

<u>**Required:**</u>

- Participating staff must set at least one SOO.

- A staff member develops SOO(s) in consultation with his or her principal/supervisor.

- Principals approve the number, type, and appropriateness of SOOs needed to adequately capture the scope of each staff member's assignment.

There are different types of SOOs and the following information is included to assist staff members and principals in selecting the most appropriate SOOs for a given assignment. **General SOOs** apply to all, or most of the students/staff you interact with. They can include a large proportion of the service you provide or target specific content/skills/supports that you are responsible for delivering. **Specific Group SOOs** focus on a particular subgroup of students or staff that you support. **Individual Goals SOOs** are appropriate for assignments that are focused on helping a small number of students make progress toward goals documented in customized education plans.

Table 2: Types of SOOs

Type of SOO	Definition	Example
General	Focused on all or most of the students/staff you interact with. Can include a large proportion of the service you provide or target specific content/skills/supports that you are responsible for delivering.	An Audiologist may measure the **school wide access** to auditory instruction.
Specific Group	Focused on a subgroup of students or staff that needs specific support. Useful for interventionist, small group work, and settings where subgroup outcomes are related to school-wide improvement plan goals.	A Social Worker might develop an SOO that **only includes students that** have had an office referral in the past month.
Individual Goals	Focused on individual needs of students such as those documented in an IEP or ALP. Useful for Integrated Services, GT staff, SSPs.	An Occupational Therapist may set **individual engagement targets for five students** showing increases in task persistence / time on task AND/OR set **individual targets for five or more school staff** to implement strategies that produce increased persistence/time on task for students.

"Specialized Service Professionals" or "SSPs" means licensed personnel who provide support to teachers and students in areas that involve student physical, emotional, and social health and well-being. They include audiologists, occupational therapists, physical therapists, school counselors, school nurses, school orientation and mobility specialists, school psychologists, school social workers and speech and language pathologists. This guide will focus on these SSP categories in the examples below, but the SOO process may have wider application within PSD.

General Student Outcome Objectives

General SOOs include as many of your student/professional-colleagues as practical and focuses on the services/instruction you provide during the current quarter/hexter. What this means for you individually, will depend on your specific assignment.

Example 1: An **Audiologist** selects a general SOO that includes all of the students she works with directly, and incorporates a measure of "Increased Student Self-awareness and/or Self-advocacy Skills for their Learning and Communication Needs". The success-criterion for all students will be to reach a pre-determined score OR increase their score from individual

baseline levels. The SOO will operationalize this student success criterion by identifying the specific instrument to be used and specifying the student score or growth needed to indicate success. Baseline data is recorded. The **staff member's objective** is operationalized by naming the percentage of students needing to reach the success-criterion to indicate professional effectiveness.

In some cases, perhaps because you have multiple levels or types of student-groups, setting one General SOO for all students will be impractical. You may choose to set two General SOOs. **Please keep in mind that a staff member does not need to have an SOO related to all material taught or all students interacted with. The SOO represents a sampling of outcomes from which valid inferences regarding educator effectiveness can be drawn.** Alternatively, you and your evaluator may decide that a Specific Group SOO is more appropriate for your situation, as outlined in the next section.

Specific Group Outcome Objectives

A Specific Group SOO allows you to focus on a particular group of students identified as needing additional support. There may be a particular subpopulation of your students that would benefit from a Specific SOO – students that have received a specialized service or English language learners. The attention on a specific group of learners may support alignment with broader school improvement goals as documented in the school's Unified Improvement Plan.

Example 2: A **Middle School Counselor** is planning on running an anti-bullying initiative by identifying students that are showing signs of academic failure and aggressive behavior directed at peers. The counselor invites members of a larger candidate pool to participate in a series of group meetings and activities meant to bolster self-confidence, expand the repertoire of possible responses to frustrations and fear, while also building peer support for engaging in pro-social behavior options. Baseline data is collected on generally available metrics such as attendance, grades/assessment scores, and discipline referrals for all students that participate in the anti-bullying initiative. Individual student success is indicated by (1) 90% or better attendance in the group activities/meetings, AND (2) a measurable positive change in one or more of the three metrics mentioned above. The SOO is a specific group SOO because only the students participating in this important support group are included, yet the metrics and the success criterion are uniformly applied across all participating students.

Individual Goals Learning Objectives

Example 3: Students that **School Social Workers** interact most directly with often have multiple risk factors and have shown significantly lower levels of academic success/achievement. An Individual Goals SOO that addresses functional and academic goals identified in respective individualized plans are appropriate. Individualized targets are set based on measurable gains toward goal attainment. No two students included in this SOO have identical success criteria, yet the SOO score can still be calculated based on the percentage of students that met their individualized success criteria. Outcomes from five students is the minimum that should be allowed to form the basis of an Individual Goals SOO.

The Student Outcome Objective Process

The following section of the guidebook provides step-by-step instructions that you might find helpful when setting your SOOs. There are five suggested steps for setting SOOs.

Student Outcome Objective Process: 5-Step Overview

1	2	3	4	5
Identify desired outcome(s), SOO type, & timeframe	Select specific measure(s) & success criteria	Define effectiveness criteria	Review SLO with supervisor, track progress and refine instruction/support	Review results and score the SLO

Please keep in mind that PSD wants the SOO process to fit in a natural way with the work you engage in on behalf of students. One PSD staff member has described this process as "action research". From this perspective, we can think of each SOO we create as a mini research project aimed at helping us grow professionally by illuminating where and how we help students and/or professional colleagues grow. **Taking the time to ponder how our work measurably impacts those around us can be a very rewarding experience and can lead to mutually beneficial conversations between the many staff members that serve the PSD community and their respective supervisors.** If you are having a difficult time creating an SOO that reflects your work in a natural way, reach out to colleagues with similar positions, your supervisor, or the Professional Practice Experts (if you are an SSP). Let's take a look at each step in sequence.

SOO Step 1: Identify desired outcome(s), SLO type, & timeframe

Identify desired outcome(s), SOO type, & timeframe	Select specific measure(s) & success criteria	Define effectiveness criteria	Review SLO with supervisor, track progress and refine instruction/support	Review results and score the SLO

What are the key outcome objectives students and/or professional colleagues are expected to obtain given effective support from the SSP or other licensed support staff?

The outcomes selected should be associated with, or direct indicators of, student well-being and/or academic progress. Furthermore, your job duties should be reasonably expected to have a clear impact on the student/staff outcomes selected and the outcomes selected should be measurable. Not all aspects of student/staff outcomes that are important and that you impact are easily measured. In step 1 you may select a student outcome such as increased pro-social behavior or a staff outcome of increased awareness and ability to provide auditory instruction. See Table 2 above for assistance in selecting the type of SOO that best reflects your assignment in PSD. The timeframe can range from 6 weeks to 16 weeks in semester 1 and 6 weeks to 9 weeks in quarter 3 or hexter 4/5.

What specific form of measurement will be used to quantify/operationalize the attainment of the outcome target(s) for individual students or professional colleagues?

Determine what measures you already have in place for students/staff. Measures may be available district wide, reside only at a single school, or be unique to a single staff member. Because the SOO process is not normative, there is no requirement that every other staff member with a similar position have access to the measures you select for your SOO. Recall that the CDE has provided some guidance on possible measures for inclusion within the SOO of an SSP (http://www.cde.state.co.us/educatoreffectiveness/mslguidanceforssp).

Although not a requirement, whenever available, using results of common measures shared by multiple students/staff members is strongly encouraged. Principals/supervisors will be able to provide more consistent guidance regarding appropriateness of target setting and there will be enhanced opportunities for a Professional Learning Community (PLC) approach to supporting student/staff growth.

PSD wants to discourage staff members from giving students additional assessments /surveys whose sole purpose is to generate data as an input into the SOO process. Student instructional time should not be used to generate data for staff evaluation purposes only. Therefore, staff should seek out measures that currently exist and are gathered in the normal course of delivering services to students. Select the highest quality measures at your disposal for inclusion as indicators of professional effectiveness. You may consider measures that are descriptive statistics such as "attendance rate" or "number of discipline referrals". Some licensed staff that deliver training to teachers or other education providers may decide to observe subsequent interactions between the teacher who participated in the training and their students to observe and record the level or quality of implementation. This type of observational data can be used as a measure of the trainer's effectiveness.

Determine if the selected measure is appropriate for the purpose of an SOO. As a minimum standard for inclusion, you and your evaluator must be confident that the measures you select are aligned to appropriate student/adult outcomes that are themselves associated with, or direct indicators of, student well-being and/or academic progress. **You also want to ask yourself if the measure is likely to be sensitive to the quality of your job performance. In other words, if you do an excellent job with students/staff, would you expect the outcome measure to increase/decrease in a predictable manner?** You want the answer to this question to be "Yes". If the answer is "No", then you should seek out an alternative measure that is more sensitive to the quality of your job performance. **The sensitivity of the measure to your job performance is central to the inferences we are attempting to support.**

After you choose a quality measure(s) aligned to the desired outcomes, determine what sources of information you can use, if any, to judge student/staff starting points on the desired outcomes. Perhaps prior (baseline) data or a pre-assessment are available for gauging the starting points of your clientele. Any form of prior performance information or baseline data can be used in setting sensible performance expectations or can be used to directly estimate growth over time relative to the outcome of interest. Gain scores (or difference scores) are the simplest form of a growth metric.

If portfolio assessments or performance assessments are used, remember that the use of rubrics in creating scores is very helpful. The use of rubrics standardizes the meaning of the scores to some extent and may increase reliability of scores.

What is the success criterion applied to the outcome of the individual student or professional colleague to determine attainment of the objective?

Assessing student/staff starting points regarding the instruction/services to be delivered helps in setting ambitious and feasible success criterion. In order to determine your student/staff starting points, you should utilize as much existing information as practicable. **It is unlikely that you would need to create or give "new assessments" for this purpose.**

Whatever type of data you decide to use to inform the setting of success criteria, use the following list of questions to inform this step of the SOO process.

- What sources of data are available to you to understand student/staff starting points?
- Is a pre-assessment something you would like to use?
- Are the success criteria to be based on performance or growth (gain scores)?

Setting success criteria for students or staff is a matter of professional judgment. The setting of performance success criterion is sometimes more straight-forward than setting growth success criterion. This is because with performance criterion, we often have an informed concept of what target performance looks like. Setting success criterion that is the minimum score on the given measure that reflects this informed concept of target performance is somewhat intuitive for educators. On the other hand, expected or typical rates of growth are much less intuitive because prior performance levels generally have an inverse relationship with typical growth when measured with gain scores. Said differently, lower starting points are generally associated with higher gains. Higher starting points are generally associated with lower gains.

Whether you set performance-based success criterion or growth-based success criterion, the goal is to name the score, or gain score, on the assessment/measure that indicates a favorable outcome for the individual student or staff member. One could further describe the desired criterion as providing a rigorous, but obtainable outcome that indicates a meaningful improvement for the student/staff in the area of instruction/support. Keep in mind that the area of instruction/support related to an SOO can range from feelings of self-efficacy to physical health to increased ability to appropriately use visual aids in the service of learning.
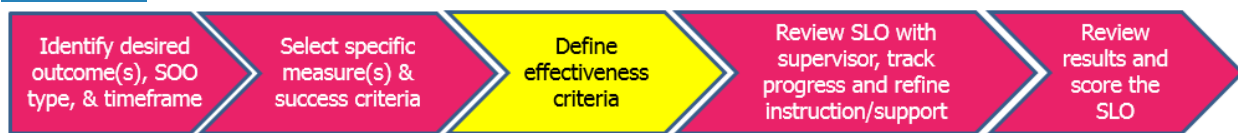
What percentage of students or professional colleagues that attain the success criterion will be considered an indicator of effectiveness for the SSP or other licensed support staff? (How many success stories are enough?)

After you and your evaluator agree on an assessment(s) to use in your SOO(s) and select individual success criterion, the next step is to specify the exact range of outcomes that will lead to the two different SOO Ratings.

Licensed educators must predict what percentage of students/staff will attain the success criterion under the assumption of high quality instruction/support. **This percentage operationalizes the educator's objective. Attainment of this percentage is the indicator of effectiveness.**

There are two levels of attainment of a SOO and these two levels coincide with the growth rating categories available via the 1st and 2nd strata of the PSD Growth Rating Process. Table 3 contains the two levels of SOO attainment and describes what each level means. Staff members are asked to reflect on the knowledge gained through steps 1-3 of this SOO process and determine the number of students/staff likely to meet the success criteria described in the SOO. **Once a specific number of current students/staff is identified as likely to meet the success criteria given high quality current instruction/support, then these "counts" or "frequencies" are translated into percentages to arrive at cut points that can be applied to end-of-cycle student/staff n-counts that may have changed over the course of the SOO. Percentage-based cut-points will be applied to students/staff that remain available for inclusion at the conclusion of the current SOO cycle when determining the extent to which an educator met their SOO target.**

Table 3

Attainment of Student Outcome Objective	
Insufficient Evidence of Effectiveness (2)	Sufficient Evidence of Effectiveness (3)
Staff has demonstrated some impact on learning but did not meet the objective.	Staff has demonstrated a considerable impact on learning by meeting the objective.

Setting the Standard for the "Sufficient Evidence of Effectiveness" rating

In order to develop a scoring guide based on how well you meet your SOO, determine the following:
- Performance target or growth score that indicates favorable student/staff outcome (i.e., the individual success criteria);

- Number of students/staff that can reasonably meet this mark assuming high quality instruction/support;
- Percentage of applicable students/staff that this number represents; and

For example, you and your evaluator may decide that attainment on a challenging criterion indicates considerable learning. Your evaluator agrees that if 50 or more of your 65 students meet the success criteria by the end of the SOO cycle, evidence of your effectiveness is evident. This represents 77 percent of the students you are currently working with. You may decide to subtract a 10% margin of error and make 67% or more the criteria for evidence of effectiveness. This means that if 44 students or more (67% of the 65 students) meet the success criteria; you would have met the objective and receive the "Sufficient Evidence of Effectiveness" rating of 3. Please keep in mind that qualifying statements regarding which students/staff are to be included in the calculation of results can be made within the SLO. These types of qualifying statements would often be related to the level of service access that is reasonably needed in order for outcomes to reasonably be associated with your efforts as the service provider.

You may use an assessment method in which the same target score is not appropriate for everyone in the SOO, but a common gain or change is appropriate. However, even if this is the case, you would still go about setting attainment levels in the same way as described above. For instance, a rating of "Expected" might be earned if 70-90 percent of students/staff obtain a gain- score success criterion (e.g., 15-unit gain).

When there are no national, state, or local norms available to guide you regarding expected levels growth for a given assessment, it will be safest to use performance criteria as explained above rather than criteria based on student growth.

Setting the Other Standard of Attainment

Once a range is established for Sufficient Evidence of Effectiveness" rating of 3, any number below this cut score is the "Insufficient Evidence of Effectiveness (2)" category. These cut scores are summarized below in Table 4 where a 10 percent margin of error is used to set the ranges and we assume there were 65 students included in this staff member's SOO.

Table 4

	Insufficient Evidence of Effectiveness	Sufficient Evidence of Effectiveness
Percent of Students Meeting the Success Criteria	0%-66% of Students	67%-100% of Students
Number of Students Meeting the Target (Assuming 65 students remain in the group.)	0-43 Students	44-65 Students

Completing a Student Outcome Objective Form

Once the components needed for SOO creation have been determined, educators will complete the PSD SOO form to record this information. The PSD form includes information about the desired student/staff outcomes, the measure(s) to be used, a description of the baseline data used to determine students' or adults' starting points, and specific information on how outcomes will be scored. Figure 1 is an example of the SOO form that was filled out by Mrs. Guilbault, a Speech Language Pathologist, during the current school year. A blank copy of the current PSD SOO form can be found in Appendix A. Although the specific look of this form may change over time within PSD and the delivery and collection methods used to document the SLO process will likely evolve to utilize multiple technologies, the contents of the form are likely to remain largely intact over time. Please try to look beyond the specific "package" of the information being documented and concentrate on the purpose and importance of gathering the content in a manner that supports a shared understanding of our expectations of student outcomes.

Figure 1

Ambitious and Feasible Student Outcome Objective _____,____			
Employee ID: 65634	**Staff Name: Mrs. Guilbault**		**Location: Multiple**
SSP/Other Position:	Number of Students:	Number of Staff:	Time Interval:
Speech Language Pathologist	9		Sept-Dec
Name and Description of Measure(s):	Mean Length of Utterance	SOO Type:	General ☐ Specific Group **X** Individual Goals ☐

Identify Desired Student/Staff Outcome(s):
Please include rationale for outcomes covered and briefly describe why measure(s) is appropriate.

By increasing sentence length, students will better be able to participate in class, access curriculum, and show their knowledge.

Baseline Data:
Please include what you know about your student/staff performance/skills/achievement levels at the beginning of the instruction/support cycle, as well as any additional data or background information used in setting your objective. Feel free to attach any additional sheets needed, if any.

Child 1- 2.1, Child 2- 4.5, Child 3- 3.5, Child 4- 2.0, Child 5- 3.0, Child 6- 2.5, Child 7- 1.0 (word approximations), Child 8- 1.5 (word approximations), Child 9- 1.0 (word approximations). Word approximations are acceptable for students with a severe articulation disorder/apraxia.

Student Outcome Objective:
Write a specific, measurable, ambitious, achievable and time-related objective. Clearly indicate the measure(s) to be used, the individual success criteria based on that measure(s), and the percentage of students/staff reaching the success criteria that will result in a rating of Expected (3). Specify student/staff inclusion/exclusion criteria, if any. (e.g. Student Attendance)

By December 2016, 5 out of 9 students (or 56% of students receiving services) will increase their Mean Length of Utterance (MLU) by 1.

Objective Attainment Level Based on Percentage of Students/Staff Meeting Success Criteria	
Insufficient Evidence of Effectiveness (2) (< X%)	Evidence of Effectiveness (3) [x% to 100%]
<56% of students meet success criteria	56%-100% of students meet success criteria

Approval of Student Outcome Objective (Filled out prior to instruction/support cycle.)	
Date Submitted: Date Approved:	Licensed Staff Signature: Principal/Supervisor Signature:

Results of Student Outcome Objective (Filled out after instruction/support cycle completed.)	
Final Participant Count: Count Meeting Objective: Percent/Rating:	Licensed Staff Signature: Principal/Supervisor Signature:

SOO Step 4: Review SOO with supervisor, track progress and refine practices

| Identify desired outcome(s), SOO type, & timeframe | Select specific measure(s) & success criteria | Define effectiveness criteria | Review SLO with supervisor, track progress and refine instruction/support | Review results and score the SLO |

Completion of steps 1-3 are to be documented on the SOO 1-page form, which is then signed by your principal/supervisor prior to the initiation of the indicated instruction/support. The value of goal-setting becomes apparent during the conversations engaged in while obtaining your supervisors signature/approval, when educators track student progress toward student learning goals, and when making service delivery adjustments to stay on track while still in the SOO cycle.

Frequently monitor your student/staff progress towards the goals you have set for them. Modify your instruction/support as needed. The value of goal-setting becomes particularly apparent when educators track student/staff progress toward success criteria and intervene as necessary to guide others toward the desired outcome.

During the instruction/support cycle for which the SOO has been designed, a staff member and their principal/supervisor can check-in to evaluate the progress students/staff are making towards the outcome targets that have set for them. To facilitate productive discussions, please reflect on the following questions:

- How are students/staff progressing toward your SOO outcomes?
- How do you know?
- Which students/staff are struggling/exceeding expectations?
- What are you doing to support them?
- What do you need to support your attainment of SOO targets?

Required

- SOOs must be specific, measurable, and be based on student/staff outcomes.
- SOOs must be approved by the principal/supervisor.

During this check-in, staff can discuss adjustments to strategies that have taken place. This is an excellent opportunity for supervisors to provide guidance and support as necessary.

At the end of the instruction/support cycle, staff members will compile the results of the measurement(s) used for SOOs and use those results to determine the associated rating. If the SOO was clearly articulated in the approval document, this final step in the SOO process should be very straight-forward. A staff member should know what the student/staff measurable results mean in terms of an SOO rating prior to meeting with their principal/supervisor. A conversation between the staff member and principal/supervisor regarding the outcome of the SOO process is appropriate regardless of the resulting rating. This meeting is an opportunity for collegial conversation regarding the attainment of measurable outcomes. Principals/supervisors and staff members should be mindful of the staff member's work-day schedule when setting such meetings. Adequate time to process the outcomes and implications should be considered.

> Required
>
> - 1st Semester SOO ratings that results in a Growth Rating of a 3, will be used to determine an educator's final overall performance rating for the current school year.
>
> - 1st Semester SOO ratings that result in a Growth Rating of a 2, will not be used to determine an educator's final overall performance rating for the current school year if the educator participates in the 2nd Semester SOO Process that results in a higher growth rating.
>
> - The 2nd Semester SOO Process is the final opportunity for PSD to identify evidence of effectiveness based on student/staff outcome data in a given year.

Calculating a Total Student Outcome Objective Score

The simplest way to generate a score based on outcomes from multiple SOOs for a single educator in a single semester is to average the outcomes from each SOO using the normal rounding rules to arrive at a final integer rating. However, this approach does not take into account that the number of students included in each individual SOO may significantly differ or allow for weighting by perceived relative importance of the SOOs. Therefore, a slightly more complex approach that can be used, assuming the educator and supervisor have agreed to the relative weights a priori, is a weighted average.

Using weights provides a more nuanced calculation. Using this method may not always result in a higher score; however, it may provide a fairer representation of your performance on multiple SOOs in some cases. A staff member with two SOOs can do a simple calculation to work out the final SOO score regardless of type of SOO, or how the score was calculated. Table 5 demonstrates the calculation used if placing unequal weights on SOOs. A staff member and their principal may agree to use different weightings for each SOO. The final score based on the

example captured in Table 5 would be a 3 based on the normal rounding rules (≥ 0.5 implies round up to next integer). The average SOO score of 2.75 is then translated into a Growth Rating of a 3 or "Evidence of Effectiveness". Recall that a final growth rating is then averaged with the final Professional Practice rating to arrive at the final Performance rating.

Table 5

SOO	Score	Weighting	Weighted Score
General	3	.25	3*0.25=0.75
General	2	.25	2*0.25=0.5
Specific Group	3	.5	3*0.5=1.5
Growth Rating: 3		Total	.75+0.5+1.5=2.75

Using Student Outcome Objectives to Improve Practice and Student Learning

When the SOO process is carried out diligently, the information that SOOs provide will be valuable to staff members who are seeking to improve their practice. Not only can this information be used during the year to make course corrections in instruction/support, it can be used to develop a well-thought out plan for the following year. You might use the results from your SOOs to inform your professional development plan, choosing to focus on areas of challenge. Conversely, while planning for the next school year, it may be clear from your SOO results that you should keep or expand particularly successful strategies or processes.

For questions, comments, or assistance with either the SOO Guide or the SOO process as implemented in Poudre School District, please contact Dwayne Schmitz, Chief Institutional Effectiveness Officer at 970-490-3693 or dschmitz@psdschools.org.

Appendix A: Student Outcome Objective Form (paper version)

Ambitious and Feasible Student Outcome Objective			
Employee ID:	**Staff Name:**	**Location:**	

SSP/Other Position:	Number of Students:	Number of Staff:	Time Interval:

Name and Description of Measure(s):		SOO Type:	General ☐ Specific Group ☐ Individual Goals ☐

Identify Desired Student/Staff Outcome(s):
Please include rationale for outcomes covered and briefly describe why measure(s) is appropriate.

Baseline Data:
Please include what you know about your student/staff performance/skills/achievement levels at the beginning of the instruction/support cycle, as well as any additional data or background information used in setting your objective. Feel free to attach any additional sheets needed, if any.

Student Outcome Objective:
Write a specific, measurable, ambitious, achievable and time-related objective. Clearly indicate the measure(s) to be used, the individual success criteria based on that measure(s), and the percentage of students/staff reaching the success criteria that will result in a rating of Expected (3). Specify student/staff inclusion/exclusion criteria, if any. (e.g. Student Attendance)

Objective Attainment Level Based on Percentage of Students/Staff Meeting Success Criteria	
Insufficient Evidence of Effectiveness (2) (< X%)	Evidence of Effectiveness (3) [x% to 100%]

Approval of Student Outcome Objective (Filled out prior to instruction/support cycle.)	
Date Submitted:	Licensed Staff Signature:
Date Approved:	Principal/Supervisor Signature:

Results of Student Outcome Objective (Filled out after instruction/support cycle completed.)	
Final Participant Count:	Licensed Staff Signature:
Count Meeting Objective:	Principal/Supervisor Signature:
Percent/Rating:	

Appendix B: Glossary

2nd Strata	The use of district-wide assessments that have been **scored internally** within a statistical process that yields staff member-effect estimates useful in determining Growth Ratings related to SB-191.
3rd Strata	The system by which PSD seeks evidence of effectiveness in the form of student outcomes when a Growth Rating of 3 is not available via the 1st or 2nd Strata processes. The SOO process is utilized.
Advanced Learning Plan (ALP)	Written for every student who meets the district criteria for gifted identification and intended to support student development.
Criterion Referenced	A criterion-referenced staff member effectiveness measure indicates whether the staff member's student-outcomes are higher or lower than some criteria that are not dependent on other staff members' student-outcomes.
Growth Rating Process	The process by which PSD will determine individual educator's Growth Ratings as required by SB-191
Individualized Education Program (IEP)	Defines the individualized objectives of a child who has been found with a disability, as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would.
Norm Referenced	A norm-referenced staff member effectiveness measure indicates whether the staff member's student outcomes are higher or lower than other staff members who were able to be included in the norming group.
Operationalize	Defining a construct such that it can be measured objectively
SB-191	Colorado Senate Bill 191, otherwise known as Educator Effectiveness
Student Outcome Objective (SOO)	A participatory method of setting measurable goals, or objectives for a specific assignment, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students/staff and the measurable gains in student/staff performance during the course of instruction/training.
Student/Staff Growth	Measurable student/staff learning over time
Success Criteria	The minimum score on a summative assessment that indicates student/staff proficiency regarding the standards being assessed
Staff member's Objective	An individualized performance target that earns the Growth Rating of "Expected" and is based on the percentage of students/staff meeting the individual success criteria defined explicitly in the SOO form
Unified Improvement Plan (UIP)	The official improvement plan required of every school in Colorado and posted on SchoolView for public review

Appendix C: Professional Support Contacts

Integrated Services:
- School Psychologist – Brittany Hutson (bhutson@psdschools.org)
- Speech/Language Clinician – Donna Boudreau (dboudrea@psdschools.org)
- Occupational Therapist – Donna Detmar-Hanna (ddetmarh@psdschools.org)
- School Social Worker – Mackenzie Vanata (mvanata@psdschools.org) and Tricia Vanhorssen (tvanhors@psdschools.org)
- PHS Feeder Integrated Services Coord. – Megan Kramer (mkramer@psdschools.org)
- RMHS Feeder Integrated Services Coord. – Bonnie Ellis (bellis@psdschools.org)
- FCHS Feeder Integrated Services Coord. – Mindy Roden (mroden@psdschools.org)
- FRHS Feeder Integrated Services Coord. – Amy Villard (avillard@psdschools.org)
- Transition and Alternative Integrated Services Coord. - Aaron Vogt (avogt@psdschools.org)
- Teaching & Learning Integrated Services Coord. Nora Love (nlove@psdschools.org)

Student Services:
- Counseling Lead – Beth Green (bgreen@psdschools.org)
- Senior High Counseling - Brooke Wagner (bwagner@psdschools.org and Nicole Alvarado (nalvarad@psdschools.org)
- Middle School Counseling - Andrea Christiansen (andreac@psdschools.org) and Karen Irvine (kirvine@psdschools.org)
- Elementary Counseling - Maryann Spence (mspence@psdschools.org) and Christie McPhail (cmcphail@psdschools.org)
- School Nurse (Health Coordinator) – Kim Lowe (kgranger@psdschools.org)
- Mental Health & Prevention Coordinator – Sarah Mowder-Wilkens (smowder@psdschools.org)