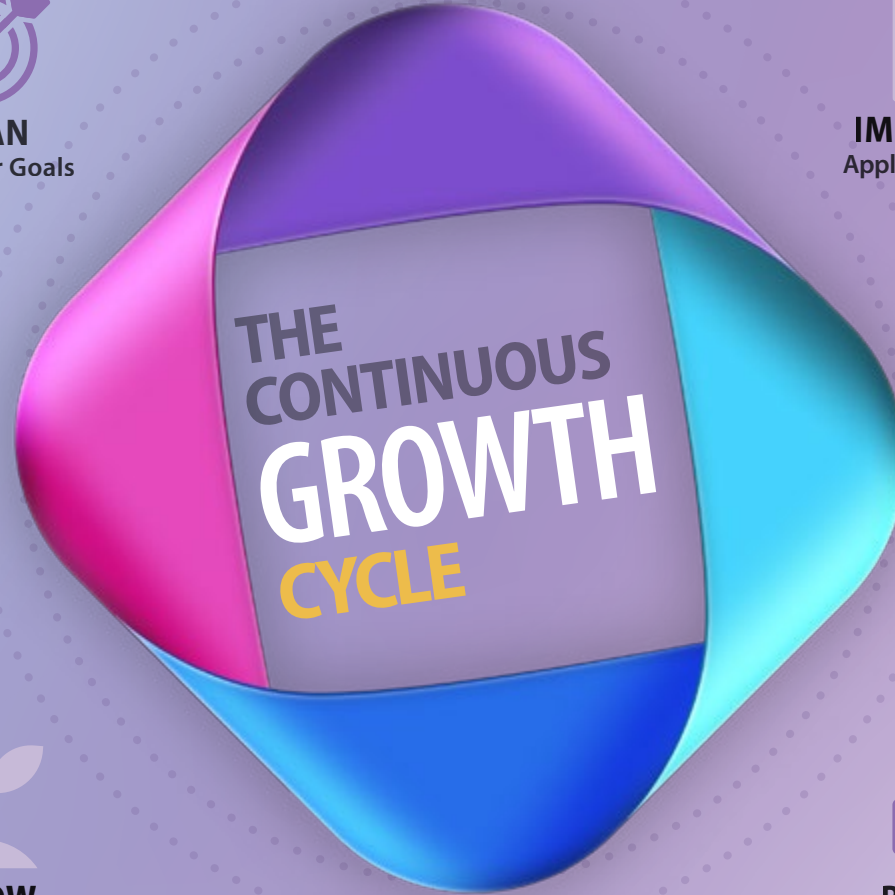




PATH A

TEXAS STUDENT LEARNING OBJECTIVES (SLOs) IMPLEMENTATION GUIDE 2026 - 2027



HOME



START HERE



OVERVIEW



ESSENTIALS



SECTIONS



GLOSSARY



HELP



MY NOTES





ORIENTATION

Befor You Begin

Welcome to the SLOs Implementation Guide. This guide is designed to support teachers and appraisers throughout the Student Learning Objectives (SLOs) process. It provides practical guidance, examples, recommended practices, and reference materials to help ensure meaningful implementation that leads to student growth and instructional impact.

Take a few minutes to orient yourself to this guide.

DOCUMENT IDENTITY

 Version	v1.0
 Edition	Interactive
 Last Update	July 20, 2026

WHERE THIS GUIDE FITS

Part of the SLOs Implementation Framework



1

SLOs IMPLEMENTATION GUIDE

You are here.

Step-by-step guidance, examples, and best practices for successful SLO implementation.



2

SLOs TIMELINE

13-step journey with key dates, deadlines, and required actions for each checkpoint.



3

SLOs Design Studio

Templates, calculators, and practical tools to support planning, monitoring, and reflection.



Recommended Reading Order

We recommend reading the documents in order (1-2-3) for the best learning experience.

HOW TO USE THIS GUIDE

Follow these steps to get the most out of this guide.

1



START HERE (This Page)

Review document information, understand how to use this guide, and see how it fits in the framework.

2



Visit HELP

Learn how the interactive edition works and how to navigate the document.

3



Review GLOSSARY

Familiarize yourself with key terms and definitions used throughout the guide.

4



Go to OVERVIEW

See the big picture of SLO implementation and how all the pieces connect.

5



Open SECTIONS

Explore all sections of this guide using the content menu.

6



Use My Notes

Capture your ideas, reflections, and action steps as you work through the guide.



OVERVIEW

See The Big Picture

WHY WE ARE HERE



Ensure Successful TIA Implementation

Establish strong systems for SLOs aligned to TEA campuses.



Build Consistent District Systems

Create clear processes, timelines, and expectations across all campuses.



Support Teachers & Leaders

Provide training, resources, and structure for high-quality implementation.



Ensure Validity & Integrity

Maintain reliable scoring, evidence standards, and audit-ready documentation.

WHAT WE WILL ACHIEVE IN THIS MEETING



WHO NEEDS TO BE HERE



District Leadership

Provide direction and remove barriers.



Campus Leaders

Ensure campus-level implementation success.



Curriculum & Instruction

Support SLO development and instruction alignment.



HR / TIA Team

Manage TIA process and compliance.



Assessment & Data

Support data systems and reporting.



Technology

Support systems, storage, and access.

KEY MEETINGS OUTCOMES



Decisions Made on Key District Policy & Processes



Clear Timelines for Implementation Milestones



Systems for Storage, Review, and Documentation



Training Plan Aligned to Texas SLO Modules



Agreed-Upon Evidence & Scoring Expectations



Next Steps with Assigned Owners

MEETING MINDSET

- ✓ Ask Questions
- ✓ Share Ideas
- ✓ Listen Actively
- ✓ Focus on Solutions
- ✓ Commit to Action



ESSENTIALS

Use this page as a year-round checklist of the district expectations that support successful SLO implementation.



PREPARATION

- ☐ 1 Review the SLO Implementation Guide.
- ☐ 2 Complete required SLO training before implementation.
- ☐ 3 Follow the SBCISD SLO Timeline.
- ☐ 4 Use district-approved SLO resources throughout the implementation cycle.



DEVELOPMENT

- ☐ 5 Complete the 2 Before Me Peer Review and Calibration Process before submission.
- ☐ 6 Obtain appraiser approval before implementation.



IMPLEMENTATION

- ☐ 7 Complete all five Body of Evidence Check-Ins.
- ☐ 8 Submit new evidence for every Check-In.
- ☐ 9 Monitor student growth throughout the implementation cycle.
- ☐ 10 Use the Post Check-In Support Window to strengthen implementation.
- ☐ 11 Use SeeOne as the official system of record.
- ☐ 12 Upload files directly to SeeOne.
- ☐ 13 Do not submit cloud-sharing links.
- ☐ 14 Use district-approved file formats.
- ☐ 15 Participate in required SLO implementation meetings.



REFLECTION & CLOSEOUT

- ☐ 16 Complete all required closeout activities before the End-of-Year Conference.
- ☐ 17 Participate in the End-of-Year Reflection Conference.



VALIDITY & RELIABILITY

- ☐ 18 Use authentic student evidence.
- ☐ 19 Align all evidence to the approved Skill Statement.
- ☐ 20 Maintain evidence integrity throughout the implementation cycle.
- ☐ 21 Do not reuse previously submitted student evidence to demonstrate new growth.
- ☐ 22 Protect student confidentiality.



Remember

These essentials are key district expectations. Follow them throughout the year to ensure quality implementation and support student growth.



SECTIONS

Explore All Sections
in this Guide

This guide is organized into six sections that walk you through every step of the SLO implementation process in San Benito CISD. Each section includes key information, practical guidance, and resources to support successful planning, implementation, and reflection.

SECTION	WHAT YOU WILL FIND IN THIS SECTION	PAGE
A  KEY DECISIONS	 DISTRICT POINT OF CONTACT Know who to contact for guidance, support, and district-level decisions.  POLICY QUESTIONS Clarify district expectations and key policy decisions before implementation begins.	
B  PREPARATION	 SETTING THE STAGE Build the foundation for successful SLO implementation.  TRAINING PLAN Ensure staff are prepared with the knowledge and skills needed for success.	
C  DEVELOPMENT	 SLO DEVELOPMENT PLAN Create high-quality, measurable SLOs aligned to standards and student needs.  SLO APPROVAL PROCESS Review, refine, and approve SLOs to ensure alignment and readiness.	
D  IMPLEMENTATION	 MONITORING Track progress through the five check-ins and provide ongoing support.  MID-YEAR CONFERENCES Review progress, adjust as needed, and keep students on track for growth.	
E  REFLECTION & CLOSEOUT	 END-OF-THE-YEAR EVIDENCE WINDOW Know who to contact for guidance, support, and district-level decisions.  DOCUMENTATION FOR CLOSEOUT Clarify district expectations and key policy decisions before implementation begins.  END-OF-YEAR CONFERENCE Reflect on results, celebrate growth, and plan for next steps.	
F  VALIDITY & RELIABILITY	Establish district expectations for evidence quality, scoring consistency, and reliable implementation practices.	



SECTION A KEY DISTRICT POLICY DECISIONS

This section captures the district's foundational decisions that will guide and support consistent SLO implementation across all campuses.

POLICY QUESTIONS

Document the district's official decisions before implementation begins. These decisions establish consistent expectations across all campuses.

01 DISTRICT LEADERSHIP

Who will be the go-to person to guide the initiative and support its success?

San Benito CISD will use a tiered support structure for SLO implementation. Teachers will first contact their assigned appraiser or campus administrator. Content-specific questions will be directed to the appropriate district program leader. Questions requiring additional guidance will be elevated to the appropriate Elementary or Secondary Curriculum Director and, when necessary, to the District SLOs TIA Lead.

02 PROCESS MANAGEMENT

How will the step for completing Texas Student Learning Objectives (SLOs) be organized and managed?

San Benito CISD will manage SLO implementation through the district's Continuous Growth Cycle and the official SLOs Timeline. The process includes Growth Measure Planning, baseline evidence collection, peer review, student mapping, SLO submission and approval, five evidence Check-Ins, structured reflection, and End-of-Year Reflection Conferences.

Districtwide implementation windows, deadlines, responsibilities, and support expectations will be communicated through the SLOs Timeline and managed through SeeOne. Teachers, appraisers, campus leaders, district program leaders, and district support personnel will complete the responsibilities assigned to their roles during each implementation window.

03 SYSTEMS & STORAGE

Where should SLOs and artifacts be saved or uploaded?

SeeOne will serve as the district's official system of record for submitting, storing, reviewing, rating, and monitoring SLO documentation and Body of Evidence artifacts. Teachers must upload all required documentation directly into SeeOne during the established submission windows.

Supporting working files may be developed or temporarily stored in district-approved systems; however, official submission is not complete until all required documentation has been successfully uploaded to SeeOne.

DISTRICT POINT OF CONTACT

Identify the primary district leader responsible for coordinating, supporting, and communicating the SLO implementation process.

 NAME	Eduardo J. Farias
 TITLE	Instructional Technologist / TIA Lead (SLOs and Portfolios)
 CONTACT	(956) 361-6337



SECTION B PREPARATION

Note: Training should align with the five Tx SLO modules.

SETTING THE STAGE

01 Does your district utilize SLOs as the student growth measure for T-TESS?

☒ YES ☐ NO

If yes, for what teachers?

SLOs will serve as the T-TESS Student Growth measure for teachers assigned to courses designated for SLO implementation who do not have an approved pre-test/post-test, value-added, or portfolio Student Growth measure.

If no, what student growth measure does your district utilize? (Check all that apply)

- ☐ Pre-Test/Post-Test
☐ Portfolios
☐ Value-Added
☐ Other:

02 Will teachers rate their own Body of Evidence at each Check-in for T-TESS Student Growth Component?

☐ YES ☒ NO

TRAINING PLAN

01 Will participants need to complete any pre-work before training?

☒ YES ☐ NO

If yes, what will the pre-work include?

Teachers will complete all five Texas SLO Modules before participating in SLO development and beginning-of-year implementation activities. Appraisers, campus administrators, instructional coaches, district directors, and other staff supporting SLO implementation will also complete all five modules before serving in their implementation-support roles.

The district will maintain records of module completion, including completion certificates, as documentation that required training has been successfully completed.

02 What follow-up activities will take place after training?

Follow-up support will be provided throughout the SLO implementation cycle. Required support includes peer review, collaborative planning, the Post Check-In Support Window, Midyear Reflection and Adjustment, and ongoing implementation support aligned with the district SLO Timeline.

Additional professional learning opportunities may be offered throughout the year based on district priorities, teacher needs, and available resources. Topics may include Skill Statements, Targeted Skill Profiles, Body of Evidence alignment, SeeOne procedures, and other areas that support successful SLO implementation.

03 Will there be a timeline for reviewing materials on the website?

☒ YES ☐ NO

If yes, please provide the timeline.

Yes. Teachers and implementation support staff will complete all five Texas SLO Modules before participating in SLO implementation activities. Throughout the school year, the district TIA website will serve as the primary source for implementation resources, guidance documents, timelines, and additional support materials. New resources will be added as needed to support each phase of the Continuous Growth Cycle.

04 Will teachers or administrators need to view content on the website?

☒ YES ☐ NO

If yes, which materials should they review? (Check all that apply)

- ☒ Module 1: Introduction to SLOs
☒ Module 2: Set Goals - Skill Statement & Student Mapping
☒ Module 3: Level Expectations - Develop the TSP
☒ Module 4: Middle of the Year (MOY) Monitoring Progress and Body of Evidence (BOE)
☒ Module 5: End-of-Year (EOY) Reflection, Evaluation, and Alignment to TEA



SECTION C DEVELOPMENT

This section focuses on developing, approving, and preparing for successful SLO implementation.

SLO DEVELOPMENT PLAN

01 Will time be designated specifically for teachers to develop their SLOs?

- ☒ Yes, during regular planning time
- ☒ Yes, within a dedicated timeframe

Teachers will receive designated time during PLCs, professional learning, planning periods, or district-established implementation windows to develop and refine their SLOs.

At a minimum, campuses should provide structured time to develop the Skill Statement, Targeted Skill Profile, Body of Evidence plan, and Student Mapping, as well as a separate opportunity for peer review and calibration before formal SLO submission.

02 Who will support teachers during the SLO development process? (e.g., teacher leaders, instructional coaches, campus/district administrators, or other leadership roles)

Teachers will be supported throughout the SLO development process by:

- their assigned appraiser;
- campus administrators;
- instructional coaches and deans;
- grade-level, department, or content-area teacher partners;
- Elementary and Secondary Curriculum leadership;
- the CTE Director (for CTE teachers);
- the District SLOs and Portfolios Lead; and
- trained district facilitators and Region One support personnel.

The assigned appraiser is responsible for reviewing and approving the SLO, while the remaining support personnel provide instructional guidance and implementation support.

03 What guidance, protocols, or training resources will be used to support SLO development?

SLO development will be supported through:

- the Texas SLO Modules;
- the SBCISD SLOs Implementation Guide;
- the SBCISD SLOs Timeline;
- the SLO Design Studio and district templates;
- the Anatomy of a High-Quality Skill Statement protocol;
- Targeted Skill Profile and Student Mapping guidance;
- Body of Evidence-to-TSP alignment protocols;
- district and Region One exemplars;
- peer-review and calibration protocols; and
- SeeOne submission and technical guidance.

NOTE

Teachers are expected to select skills that are rigorous, measurable, aligned to the TEKS or applicable course standards, and appropriate for continuous evidence collection throughout the SLO interval.

04 What additional strategies will be implemented to enhance the efficiency and validity of SLO-related assignments, projects, or tasks?

San Benito CISD will use the following strategies:

- structured peer review before submission;
- alignment checks between the Skill Statement, Targeted Skill Profile, Student Mapping, and Body of Evidence;
- use of multiple, progressively updated evidence artifacts across the five Check-Ins;
- standardized SeeOne submission procedures;
- districtwide deadlines and submission windows;
- third-party rating of all Check-Ins;
- evidence-integrity reviews, as needed;
- Post Check-In Support Window activities;
- district monitoring of completion and submission trends; and
- consistent file-format and accessibility expectations.

NOTE

Teachers must submit evidence that reflects student work completed during the applicable Check-In interval. Reusing the same evidence without demonstrating new learning or growth does not constitute valid progress monitoring.



SECTION C DEVELOPMENT

This section focuses on developing, approving, and preparing for successful SLO implementation.

SLO APPROVAL PROCESS

01 Who will be responsible for setting deadlines for SLO submissions and approvals?

The District SLOs and Portfolios Implementation Team will establish districtwide submission, approval, Check-In, support, and closeout windows. The schedule will be aligned with the district academic, assessment, appraisal, and TIA calendars. Campus leaders and appraisers are responsible for communicating and enforcing district-established deadlines but may not independently create conflicting campus deadlines or extend official SeeOne submission windows without district authorization.

02 What systems or processes will be used to transmit, store, and review SLOs?

SeeOne will be used to submit, transmit, store, review, approve, monitor, and rate SLO documentation and Body of Evidence artifacts. Appraisers and designated district leaders will be provided role-based access appropriate to their responsibilities. District support systems may be used for planning, collaboration, and training purposes; however, official SLO documents and Body of Evidence artifacts must be submitted through SeeOne.

03 Will SLOs be reviewed by grade-level or content-area teams?

Teachers will participate in the district's 2 Before Me Peer Review and Calibration Process before formal SLO submission. Reviewers should be trained teacher partners, grade-level colleagues, department colleagues, or content-area peers who understand the applicable skills and evidence. The 2 Before Me Peer Review and Calibration Process is intended to confirm clarity, rigor, feasibility, and alignment. It is not an official rating and does not guarantee the rating that will later be assigned by the appraiser or third-party rater.

Teachers are expected to participate in the district's 2 Before Me Peer Review and Calibration Process before submitting their SLO for formal approval, as outlined in the SBCISD SLOs Timeline.

04 What materials should teachers prepare for the SLO approval conference? (Check all that apply)

- ☒ Completed SLO Form
- ☒ Student Growth Tracker (Student Mapping Record)
- ☒ Blueprint or description of planned measures
- ☒ Baseline or screener evidence
- ☒ Targeted Skill Profile
- ☒ Supporting documentation explaining the baseline and growth targets

Teachers should bring all required SLO documentation identified above and be prepared to explain how their baseline evidence supports Student Mapping, how the Targeted Skill Profile reflects the range of student readiness, how the selected evidence measures the Skill Statement, and how the proposed growth expectations meet district rigor requirements.

05 How will appraisers monitor progress toward completion of the SLOs they oversee? (Check all that apply)

- ☒ SeeOne - Student Growth Management System

Appraisers will use SeeOne to review submission status, provide feedback, approve SLOs, request revisions when needed, verify completion of required components, and monitor participation throughout the SLO implementation cycle.

District and campus leaders will also review completion reports and implementation trends to identify teachers or campuses that may require additional technical or instructional support.



SECTION D IMPLEMENTATION

Effective implementation depends on ongoing monitoring and meaningful mid-year conversations. Use these guiding questions to plan how you will monitor, support, and adjust for student success.

ONGOING MONITORING

01 Will there be regular meetings, PLCs, or other structures for discussing the progress of SLOs.

☒ Part of PLC Planning (with additional targeted meeting when necessary)

Ongoing monitoring is an integral part of the Continuous Growth Cycle. SLO progress will be monitored through regular PLCs, department meetings, grade-level meetings, appraisal conferences, instructional coaching, and other content-area collaboration structures. Additional targeted support meetings will be scheduled when Check-In results, evidence quality, implementation concerns, or teacher support needs indicate that additional guidance is necessary.

Discussions should focus on student growth trends, alignment between the Skill Statement, Targeted Skill Profile, Student Mapping, and Body of Evidence, instructional adjustments, and preparation for upcoming Check-Ins.

02 How often do you expect peer groups to meet about progress on SLOs?

Peer groups should meet at key points throughout the SLO implementation cycle to review progress, discuss instructional adjustments, and support continuous improvement. Collaboration is expected before formal SLO submission, during designated district implementation windows, and whenever additional support or calibration is needed.

Campuses may schedule additional PLCs, department meetings, grade-level meetings, or other collaborative sessions based on teacher needs, Check-In results, or implementation priorities.

03 How will you support teachers who are not making adequate progress?

Support will be instructional, collaborative, and responsive to student evidence. Appraisers, instructional coaches, content-area leaders, and district personnel will:

- review Check-In results and evidence alignment;
- identify whether concerns relate to instruction, Student Mapping, the Targeted Skill Profile, evidence selection, or SeeOne procedures;
- provide targeted coaching, guidance, and exemplars;
- support teachers in refining instructional strategies and interventions;
- develop short-term support action plans, when appropriate; and
- monitor implementation progress before the next Check-In.

The district's Post Check-In Support Window and Midyear Reflection and Adjustment Window provide formal opportunities for this collaborative support, as outlined in the SBCISD SLOs Timeline.



SECTION D IMPLEMENTATION

Effective implementation depends on ongoing monitoring and meaningful mid-year conversations. Use these guiding questions to plan how you will monitor, support, and adjust for student success.

MID-POINT CONFERENCES

01 How will you organize mid-point conferences?

Mid-point conferences may be incorporated into existing pre-observation, post-observation, appraisal, PLC, or instructional coaching conferences when sufficient time is available. A separate conference should be scheduled when a teacher's evidence, student growth trends, or support needs require more focused discussion.

Mid-point conferences should occur following the Midyear (MOY) Check-In and during the district's Midyear Reflection and Adjustment Window, as outlined in the SBCISD SLOs Timeline.

02 What documentation do you want teachers to submit for these conferences? (Check all that apply)

- ☒ Reflection document
- ☒ Student Growth Tracker or current Student Mapping record
- ☒ Sample student Work
- ☒ Sample formative measures
- ☒ Check-In ratings and feedback
- ☒ Updated Body of Evidence collection plan

Teachers should bring the applicable documentation identified above and be prepared to discuss current student growth trends, evidence collected since the previous Check-In, instructional strategies implemented, students requiring additional support, and planned instructional adjustments for the remainder of the SLO interval.

The purpose of the mid-point conference is to review progress, identify needed instructional adjustments, and ensure the teacher is prepared for the remainder of the SLO implementation cycle.



SECTION E REFLECTION & CLOSEOUT

The end of year is an opportunity to reflect on growth, evaluate the impact of our instruction, and set the stage for continuous improvement.

END-OF-YEAR EVIDENCE WINDOW

01 Will you set aside a specific timeframe for teachers to administer the measures used as evidence at the end of the SLO interval?

☒ YES ☐ NO

Yes. The district will establish a final Body of Evidence submission and End-of-Year Check-In window for teachers participating in the SLO Student Growth pathway, as outlined in the SBCISD SLOs Timeline.

Teachers must complete final evidence collection early enough to review, organize, verify, and submit all required documentation through SeeOne by the established district deadline.

END-OF-YEAR CONFERENCES

03 What will be the timeframe for completing the appraisal EOY conferences where SLOs will also be discussed?

SLO End-of-Year Reflection Conferences will be completed during the district's End-of-Year Conference window, in alignment with the district appraisal calendar and the SBCISD SLOs Timeline.

Whenever practical, the SLO reflection should be incorporated into the teacher's T-TESS End-of-Year Conference. A separate conference may be scheduled when additional time is needed.

DOCUMENTATION FOR CLOSEOUT

02 What documentation do you want teachers to submit in advance of the closeout conference? (Check all that apply)

- ☒ Reflection on SLO
- ☒ Student Growth Tracker or final Student Mapping
- ☒ Representative student work
- ☒ Performance measures, prompts, rubrics, or task descriptions
- ☒ Check-In results and final third-party rating
- ☒ Final BOE documentation
- ☒ Instructional Growth Summary

No additional documentation will be required in advance of the closeout conference. The conference will be based on the official SLO documentation maintained in SeeOne. Teachers should ensure all required SLO documentation has been completed and submitted in SeeOne by the established district deadlines prior to the closeout conference.



SECTION F



VALIDITY & RELIABILITY

Strong, valid evidence and consistent processes ensure that SLOs accurately measure student growth and lead to fair, confident decisions.

END-OF-YEAR EVIDENCE WINDOW

01

What is the required number of student evidence to constitute a complete body of evidence? (Minimum of 5-body of evidences required)

A complete SLO requires five Body of Evidence submissions, one for each district Check-In. Each submission must contain sufficient evidence to determine the student's demonstrated level on the Targeted Skill Profile for that point in the SLO implementation cycle. Evidence must reflect current student performance and documented growth. Previously submitted student work or artifacts may not be reused as evidence of new growth in subsequent Check-Ins.

02

What procedures will be used to ensure the security and integrity of the body of evidence?

San Benito CISD will implement the following safeguards to maintain the security, validity, and integrity of the Body of Evidence:

Submission and Documentation

- SeeOne will serve as the official system of record.
- Evidence must be submitted through the district-approved process.
- Teachers are responsible for verifying submissions before the established deadline.
- Evidence must remain aligned to the approved Skill Statement and Targeted Skill Profile.

Evidence Quality

- Evidence must be authentic, student-specific, and represent current student performance.
- Evidence must be associated with the appropriate Check-In.
- Previously submitted evidence may not be reused to demonstrate new growth.

Review and Accountability

- Student-identifying information will be limited to what is necessary for review.
- Appraisers and designated district leaders may conduct evidence-integrity reviews, as needed.
- Third-party ratings will follow the district-approved scoring process.
- Suspected irregularities will be reviewed in accordance with district procedures.

03

What are the district's requirements for setting expected growth targets following student mapping using the Targeted Skill Profile (TSP)?

Following Student Mapping, each student will be assigned an expected growth target of two performance levels above the student's documented baseline level, unless an approved adjustment is necessary because the student has already reached the upper levels of the Targeted Skill Profile or another district-approved exception applies.

Growth targets must be:

- based on reliable baseline evidence;
- individualized according to Student Mapping;
- appropriately rigorous;
- attainable within the instructional interval;
- aligned to the approved Skill Statement and Targeted Skill Profile; and
- consistently applied across students with comparable baseline performance.

Appraisers are responsible for reviewing Student Mapping and expected growth targets to ensure they are supported by the available evidence and aligned with district expectations. Student Mapping or growth targets that are not adequately supported should be returned for revision.

04

What are the district's requirements for determining student growth using the body of evidence aligned to the Targeted Skill Profile (TSP) across the five check-ins?

Student growth will be determined through a continuous review of each student's progress across the five required Body of Evidence Check-Ins. During each Check-In, teachers will submit updated evidence aligned to the approved Skill Statement and Targeted Skill Profile (TSP), allowing student growth to be measured over time rather than through a single point-in-time assessment.

At each Check-In, students will receive an official third-party rating based on the evidence submitted and their demonstrated level of performance on the Targeted Skill Profile.

To meet the district's expected growth target, a student must demonstrate the required two-level growth from the documented baseline and meet or exceed the expected performance level in at least three of the five Check-Ins. This "three out of five" model recognizes sustained student growth while providing multiple opportunities for students to demonstrate mastery throughout the instructional interval.

Using multiple Check-Ins strengthens the validity and reliability of the Student Growth measure by reducing the influence of isolated performances and emphasizing consistent evidence of student learning over time.



GLOSSARY

Quick
Reference Guide

This glossary provides key terms used throughout the SLO process.

Click any section reference to go directly to that part of the Implementation Guide or Timeline (interactive edition).

	TERM	DEFINITION (Brief)	MORE
GENERAL SLO CONCEPTS	1 SLO (Student Learning Objective)	A measurable goal that promotes student growth over a specified period of time.	
	2 TIA (Teacher Incentive Allotment)	A state program that provides additional pay for eligible teachers based on performance.	
	3 T-TESS (Texas Teacher Evaluation and Support System)	The Texas statewide teacher appraisal system that includes Student Growth as one of its evaluation components. SLOs are one approved method for measuring Student Growth.	
	4 Student Growth	The academic progress a student makes from one point in time to another.	+
	5 Appraiser	The campus administrator who observes, supports, and scores the teacher's performance.	
	6 Teacher	The educator responsible for planning, implementing, and monitoring the SLO.	
	7 Third-Party Rater	An external rater trained by the ESC to score SLO artifacts and student growth.	
PREPARATION	8 Student Mapping	The process of identifying and organizing students based on relevant data and skills.	
	9 Historical Data	Past student performance information used to establish baselines and inform goals.	
	10 Baseline	The starting point of student performance before instruction begins.	
	11 PLC (Professional Learning Community)	A team of educators who collaborate to improve teaching and student outcomes.	
	12 Training Plan	The plan for building educator knowledge and skills related to SLO implementation.	



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	TERM	DEFINITION (Brief)	MORE
DEVELOPMENT	13 Body of Evidence Plan	The plan that identifies evidence types and collection methods.	
	14 Targeted Skill Profile (TSP)	A prioritized list of skills that students are expected to learn and demonstrate.	
	15 Growth Target	The expected level of student growth set for the SLO.	
	16 SLO Development Plan	The teacher's plan that includes TSP, targets, and assessment methods.	
	17 SLO Approval	The process of reviewing and approving SLO plans before implementation.	
IMPLEMENTATION	18 Check-in	A scheduled review of student progress and evidence.	
	19 Monitoring	Ongoing review of student progress and implementation fidelity.	
	20 Evidence Collection	The process of gathering student work to measure growth.	
	21 Mid-Year Conference	A meeting to review progress and adjust instruction as needed.	
	22 Post Check-in Support Window	The time provided after a check-in for feedback and support.	
REFLECTION & CLOSEOUT	23 Reflection Conference	A meeting to review overall growth and student outcomes.	
	24 End-of-Year Evidence Window	The designated time to submit final student evidence.	



GLOSSARY

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TERM	DEFINITION (Brief)	MORE
25 Documentation for Closeout	The requester's artifacts and forms needed to finalize the SLO.	
26 Final Rating	A meeting to review progress and adjust instruction as needed.	
27 Validity	The extent to which the SLO accurately measures student growth.	
28 Reliability	The consistency of scoring and decision-making across raters, students, and time.	
29 Calibration	The process of aligning raters' interpretations and scoring decisions through training and practice.	
30 Scoring Consistency	The uniform application of scoring criteria across students, evidence, and raters.	
31 Evidence Security	The procedures used to protect the confidentiality, authenticity, and integrity of student evidence.	
32 Implementation Integrity	The degree to which the approved SLO process is carried out as intended.	



GLOSSARY

Quick Reference Guide

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STUDENT GROWTH



Our goal is to measure sustained student growth, not just a single moment in time. Students must demonstrate the required **TWO-LEVEL** growth from their baseline (Student Mapping BOY Level) in at least **THREE** of the **FIVE** Check-Ins to be considered as meeting expected growth.

Performance Levels (1-5)

1 Beginning **2** Emerging **3** Developing **4** Proficient **5** Accomplished

Scenario	Student	Student Mapping BOY Level (Baseline)	Growth Goal (2 Levels Above BOY)	Check-In 1 (BOY)	Check-In 2	Check-In 3 (MOY)	Check-In 4	Check-In 5 (EOY)	Growth Succeed? Why?
01 Starts at Level 1 and Meets Growth	STUDENT A	1 Beginning	3 Developing	1 Beginning	2 Emerging	3 Developing ✓	3 Developing ✓	4 Proficient ✓	Yes, Met Met 2-level growth in 3 of 5 Check-ins
02 Starts at Level 2 and Exceeds Growth	STUDENT B	2 Emerging	4 Proficient	2 Emerging	3 Developing ✓	4 Proficient ✓	4 Proficient ✓	5 Accomplished ✓	Yes, Exceeded Met 2-level growth in 4 of 5 Check-ins
03 Reaches Target Once, But Does Not Sustain	STUDENT C	2 Emerging	4 Proficient	2 Emerging	4 Proficient ✓	3 Developing	3 Developing	3 Developing	No, Did Not Meet Reached target once; growth not sustained
04 Starts at Level 3 and Meets Growth	STUDENT D	3 Developing	5 Accomplished	3 Developing	4 Proficient ✓	4 Proficient ✓	4 Proficient ✓	5 Accomplished ✓	Yes, Met Progressed and maintained growth
05 Starts at Level 4 Reaches & Maintains	STUDENT E	4 Proficient	5 Accomplished	4 Proficient	5 Accomplished ✓	5 Accomplished ✓	5 Accomplished ✓	5 Accomplished ✓	Yes, Met Reached level 5 and maintained performance
06 Reaches Target Twice But Still Does Not Sustain	STUDENT F	2 Emerging	4 Proficient	2 Emerging	3 Developing	4 Proficient ✓	2 Emerging	4 Proficient ✓	No, Did Not Meet Reached target once; growth not sustained
07 Starts at Level 5 Maintains Excellence	STUDENT G	5 Accomplished	5 Accomplished	5 Accomplished ✓	5 Accomplished ✓	5 Accomplished ✓	5 Accomplished ✓	5 Accomplished ✓	Yes, Met Maintained Level 5 throughout



- ✓ All five Check-Ins are required.
- ✓ Each Check-In must include updated evidence aligned to the Targeted Skill Profile (TSP).
- ✓ Ratings are assigned by third-party raters to ensure consistency and validity.

- ✓ Students must demonstrate the 2-level growth target in at least 3 of 5 Check-Ins to be counted as meeting expected growth.
- ✓ This system reflects sustained growth, not a single high score.



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Resources, Support
& Answers

We're here to support you every step of the way. Use the resources below to find answers, connect with the right people, and keep your SLO process moving.

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Start here for quick solutions.



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Stay informed about deadlines, changes, and important news.



SLO FAQ

Answers to the most common SLO questions.



SLO Timeline & Tools

Access SLO guides and planning resources.



Region One Resources

Access SLO guides and templates.



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Connect with the right people.



SLO Support Team

Technical help, platform access, and general support.



TIA Team

Answers to TIA related topics and questions.



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Use the online form to submit your question or request.



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SLO TIMELINE

Use when you need to know what happens and when.



SLO IMPLEMENTATION GUIDE

Use when you need to understand district expectations and procedures.



SLO DESIGN STUDIO

Use when you're developing your own SLO.



GLOSSARY

Use when you need a quick definition of SLO terminology.



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Record key ideas, important points, and helpful information.



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Reflections on progress, challenges, and successes.



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