

WHY?

- Using SLOs in school improvement planning limits duplicative efforts; School leaders will not have to ask for data above and beyond what teachers are already collecting to monitor progress toward their SLO
- Strengthens focus on school priorities; Goals by teachers and school leaders are aligned
- SLOs can be used as evidence to monitor progress toward school student achievement targets
- Please keep in mind that all examples below are not meant to be prescriptive, only illustrative.

Data Analysis

When engaging in a data analysis for an improvement plan that utilizes SLOs as evidence, considerations must be made for each step of the process: performance review, trend analysis, prioritization of performance challenges, and root cause analysis. To be included in the examination:

- Analysis of end-of-course command levels in teachers' SLOs
- Clear alignment between student achievement content area analyzed and content area of teachers' SLO
 - » *Questions to be explored: What standards did teachers select for their SLOs? Are these the right standards teachers should be focusing on (based on CMAS ELA performance)?*

Example: If CMAS ELA analysis indicates a drop in literacy performance after 3rd grade, to further understand the drop in performance, the school leader may wish to investigate the end-of-course command levels in literacy SLOs.

Target Setting

When setting performance targets, the targets should consider the SLOs as means to monitor progress towards the larger more inclusive target.

- Teachers set a SLO target around the same set of standards alongside a student performance target
 - » *Questions to be explored: Are the SLOs chosen strongly connected to and aligned with the objectives and curriculum standards? Do the SLOs chosen support ongoing collaboration between teachers and school leaders as they monitor student progress over the course of the year?*

Example: If a student performance target is around literacy, the teacher can align their SLO with this goal. A model SLO for a third grade teacher may be, "All students will be able to ask and answer questions to build and demonstrate text understanding, referring explicitly to texts as the basis for answers during read-alouds, close readings, literature discussion, and guided reading, and write organized opinion pieces on texts."

Action Planning

When engaging in action planning, consider the needs of the stakeholder groups. The planning team should engage in a thoughtful development of the process for including and aligning Teacher SLOs with the student performance targets. Thinking through the SLOs and their contribution to the larger goals can improve efficiencies, efforts, and prioritization by all included parties. Presented are descriptions of stakeholder groups and some guiding questions that may be helpful in considering the needs of these different groups and development of an action plan that supports thoughtful implementation.

Students

» How are all students getting access to grade level standards? How are students involved in their own progress/tracking of SLO goals?

Example: Students may be tracking their own goals and progress toward those goals in a Student Data folder. Students may be involved in reporting on those goals to their families or peers.

School Staff

» How are school staff involved in selecting SLOs? How will staff provide and support academic rigor in the standards of the SLO? How are staff tracking student progress throughout the school year? How is instruction being adjusted at the classroom level based on student progress?

Leadership

» How is SLO progress monitoring aligned with DDI work (i.e. sustaining a culture of data use)? Are staff provided the time and meeting structure to discuss student progress of SLOs? What kind of guidance are leaders providing to teachers in the SLO process? How do leaders support teachers in selecting the highest leverage standards for their SLOs?

Families

» How are families involved in school instructional focus areas (e.g., math/ literacy nights, etc.)?

[Data Driven Instruction & Assessment Practices Tool](#)

This tool will provide schools with an opportunity to look more closely at DDI and assessment practices; it may also offer school leaders further considerations for school improvement planning.

This self-reflection tool can inform "action planning" in the school improvement plan.

[SLO Long Term Goal Breakdown Report](#)

This report will enable school leaders to see the SLOs their teachers have selected.

[SLO End of Course Command Level Report](#)

This report will enable school leaders to see students' command levels in each SLO.



RESOURCES