

Writing a Quality SLO

STUDENT POPULATION

High-quality SLOs start with a plan. The SLO plan should provide enough detail to support the peer or evaluator in their review and monitoring of the plan over the course of the interval. This walkthrough uses an example to depict common challenges in the development of the SLO, to provide reflection/coaching prompts, and to demonstrate suggested revision.



Original Example BEFORE:

The SLO learner population includes the learners that are falling below grade level in the standard.

REVIEW & ANALYZE the example using:

The <u>Quality Indicators</u>	Self-reflection or coach prompts
<p>Does the information provided support that:</p> <ul style="list-style-type: none"><input type="checkbox"/> The student population identified in the goal(s) reflects the results of the data analysis.	<ul style="list-style-type: none">• Why might it be important to include all learners in the SLO goal?• What would growth look like for the other learners in the class?• In what ways might you look for evidence of growth in the learners who are already performing above grade level in this standard?• The learners below grade level will need rigorous goals to address the achievement gap indicated in the data, how might the goal be adjusted to address that?• What else might you need to know about the learners in order to support them with the goal?• How does your knowledge of the learners influence the selection of strategies you will use to promote growth?



Analysis of the BEFORE

- Teachers are encouraged to include all learners in their class or course in the SLO goal.
- The inclusion of a broader population with appropriately rigorous, **DIFFERENTIATED** growth goals within the SLO will help to address gaps in and across groups.



AFTER the review and analysis, the original example of Student Population has been rewritten to define class demographic subgroups.

The Example AFTER:

I have 27 learners in my grade 3 class. All are included in the student population for the SLO, with tiered growth trajectories reflective of baseline assessment results and desired academic growth gains for this year. Learner demographic information is as follows:

- 16 males, 11 females
- 4 learners have IEPs and work with a learning strategist
- 2 learners have identified disabilities in reading, the identified SLO content area
- 1 learner is receiving intervention for behavior challenges
- 1 learner is identified as gifted in reading, the identified SLO content area

The Targeted Growth section of the SLO plan is the appropriate place to differentiate growth goals for a broader group of students in a class or course.

Example:

Tier One, Above Grade Level:

The teacher would list an appropriate growth goal for individual students whose baseline demonstrated above grade level performance.

Tier Two, Approaching/At Grade Level:

The teacher would list an appropriate growth goal for individual students whose baseline demonstrated at grade level performance.

Tier Three, Below Grade level:

The teacher would list an appropriate growth goal for individual students whose baseline demonstrated below grade level performance.

