

STUDENT LEARNING OBJECTIVE GOAL SETTING FORM FOR ADMINISTRATOR SLOs

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| <p>Write the SLO below:</p> <p>By June 2014, 80% of grade eight students in the Hispanic subgroup will attain a minimum performance level of “proficient” on the algebraic concepts subsection of the district’s summative benchmark assessment in mathematics.</p> | |
| <p>Data Analysis</p> <p>How does the SLO address a critical area of growth, a grade or subject not included in state assessment data, or/and a subgroup that has been underperforming at your school?</p> <p>Is the target informed and driven by past performance? Describe.</p> | <p>Only 65% of this cohort of Hispanic subgroup students were proficient in the algebraic concept strand on their grade six administration of the CMT. The district’s grade seven mathematics benchmark assessment indicated similar results with 70% of students reaching proficiency levels on that assessment for this same strand. The September pre-test for mathematics, given last month, shows a flat line performance level with 70% of Hispanic subgroup students reaching proficiency on that assessment for algebraic concepts. The whole school performance indicators consistently have been 15 percentage points ahead of the Hispanic subgroup on the above assessments.</p> |
| <p>Alignment</p> <p>Explain how the SLO demonstrates alignment to district priorities.</p> <p>Does the SLO provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?</p> <p>Provide a rationale.</p> | <p>Students entering high school need a solid foundation of mathematics skills as they begin their study of the more conceptual level mathematics found at the secondary level. This SLO addresses the district’s commitment to ensure a foundation for future performance tied to decreasing our dropout rate. As students will be evaluated on state assessments, this skill set is important for their success.</p> <p>This subsection of the mathematics curriculum appears to be the weakest strand for the Hispanic subgroup. Improved performance on this skill set will lead to improved mathematics performance overall.</p> <p>Reduction of achievement discrepancies between Hispanic subgroup and Whole School performance is a district goal.</p> |

Comment [s1]: Although it assumed that this group would represent the minimum of 20 required for CMT reporting, it would be helpful to cite the number of students involved. For example, the size of the group might provide additional contextual information explaining why this is a priority for the school.

Comment [JF2]: This is a strong example of the use of multiple measures to triangulate students’ level of learning. This could be strengthened by including a description of the dispersion of scores on each of the assessments.

Comment [s3]: This reference to other students clearly provides a basis for understanding these students in the context of the whole school. It helps set the stage for why these students need an extra amount of focus.

Comment [s4]: How are teachers’ SLOs tied to this SLO? To meet these targets, the SLOs for teachers in this content area should be aligned to the administrator’s SLO. Strategies used by teachers to accomplish the SLO are noted in the strategy section, but it would help with clarity to describe guidance they may have been given here as well.

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| <p>Measures</p> <p>Explain how the measures or assessments help you track progress on the SLO, how they allow you to track benchmarks throughout the year.</p> <p>Explain how the measures allow you to track growth in addition to attainment?</p> | <p>A district-designed pre-test has already been administered for our grade eight students to establish a baseline of performance. Formative assessments will be administered each quarter which will specifically measure individual student performance in this skill set. A May administration of the district benchmark assessment will be the summative determiner of student performance.</p> <p>The district-designed quarterly benchmarks assessments will permit teachers to track student growth and attainment of the learning content on a regular basis.</p> |
| <p>Strategies</p> <p>Did the Administrator identify strategies that will support the SLO?</p> <p>Have teachers in appropriate grades and subjects linked their SLOs to the school-wide SLO?</p> <p>Is there a plan in place to monitor and adjust strategies?</p> | <p>Grade eight mathematics teachers will provide differentiated learning experiences based upon student performance on the pre-test and formative assessments. Teacher SLOs will specifically address their instructional strategies in this area with administrative support.</p> <p>Students identified as needing additional support in this area will be offered an afterschool Math Club experience in addition to in-class supports provided by their teacher. The Math Club will focus on specific competencies in the area of algebraic concepts through student participation in games and activities designed to lead to greater understanding of these mathematical concepts. The principal will hire staff, solicit departmental input into the program structure and activities and provide daily oversight of this activity.</p> <p>Students who demonstrate proficiency on two or more quarterly assessments will be excused from Math Club participation and while, monitored via ensuing assessments, instruction will be adjusted to reflect a maintenance approach.</p> <p>The administrative team will utilize classroom observations to monitor and provide feedback on the level of differentiation and to provide support for the development of differentiation strategies appropriate to this SLO.</p> |

Comment [JF5]: Was the pre test solely measuring knowledge of this concept or was it a general overview of all concepts? Specifying the content covered would add clarity.

Comment [s6]: This is a good example of how teachers are encouraged to use formative assessments to guide instruction and differentiation.

Comment [s7]: How was the availability of the support through Math Club communicated to parents? Were any provisions made to provide Tier 2 instruction to those students who were not able to attend Math Club?