

Writing a Quality SLO

BASELINE DATA & RATIONALE

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:

Grade 7 learners' schedules currently provide opportunity for reading with a written response prompt, as part of the district content literacy initiative. By experiencing reading with written response prompts in every class, every quarter, learners' opportunity to practice WI Forward Exam-like prompts on summative assessments will increase by 300%.

REVIEW & ANALYZE the example using:

The <u>Quality Indicators</u>	Self-reflection or coach prompts
<p>Does the information provided reflect that:</p> <ul style="list-style-type: none"><input type="checkbox"/> Multiple data sources are used to complete a thorough review of student achievement data, including subgroup analysis.<input type="checkbox"/> Achievement gap data is examined, and student equity is considered in the goal statement. <p>Does the information provided demonstrate that:</p> <ul style="list-style-type: none"><input type="checkbox"/> The data analysis supports the rationale for the chosen SLO.<input type="checkbox"/> The baseline data indicates the individual starting point for each student included in the target population.	<ul style="list-style-type: none">• What do the baseline data tell you about learner writing skills?• What specific skill will you focus on in order to improve writing?• How might you encourage teacher use of a strategic assessment system which includes assessments <i>for</i> learning?• How do baseline assessment results for these learners compare to that of their peers? Is there a gap? How does this inform the rest of the SLO plan?• What teacher professional development is needed to assess and instruct around this goal?• What additional information might you gather from instructional support staff?• Is there a federal identification/notification for the school and/or district? If so, are writing skills, particularly for the identified learner group, a contributing factor?



Analysis of the BEFORE

- The rationale does address the SLO's relevance to district goals; however, no supporting assessment evidence related to the learner's current writing skills and abilities is provided.
- While the evaluator may have deeper understanding of the context, peers or evaluators unfamiliar with the context will be challenged to provide appropriate support.
- The SLO goal will not address the number of writing opportunities offered.
- The baseline evidence must 1) illustrate the reasoning for the selection of content 2); show where learners are in relation to that content; and 3) include several sources of evidence (triangulation of data).



AFTER the review and analysis, the original example of Baseline Data and Rationale has been rewritten to now include the Rationale, as well as baseline data from multiple sources to include data to support growth trajectories (typical gains analysis).

The Example AFTER:

Rationale

Literacy within the content areas initiative was a focus for our building last year. It was introduced last fall as part of the new school year orientation and professional development. In the analysis of learner data from last year, I was unable to establish significant growth in and across groups related to learners' abilities to cite specific examples of evidence to support analysis of primary and secondary sources. Per WI CCSS guidance, this "is critical to college and career readiness, as writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, learners must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately."

[Optional: in addition, our school was identified and conducted a needs assessment for purposes of federal accountability; through this process, we identified writing as a root cause for our notification status.]

Last year, teachers worked in teams to develop appropriate prompts and a grade-level common assessment (aligned to the standards). However, implementation has been inconsistent, with some teachers engaging learners in ongoing opportunity to practice this skill, while others are reluctant. This year, writing in the content areas will remain a focus, with grade 7 teacher SLO goals aligned to focus on writing in the content areas.

Baseline Evidence

Grade 7 District Writing Assessment Results:

Principal would insert his/her own data here to support the rationale.

Initial Writing Prompt Results from Grade 7 Core Content Areas (administered week of August 27th):

Principal would insert his/her own data here to support the rationale.

Typical gains for learners in learning environments with consistent writing prompts (includes intervention and Talented and Gifted data):

Principal would insert his/her own data here to support the rationale.

Optional: Results of needs assessment (under federal accountability) that identified writing as a root cause of our identification.

Principal would refer specifically to any data, citations, documentation, or findings that directly affect the school or district.