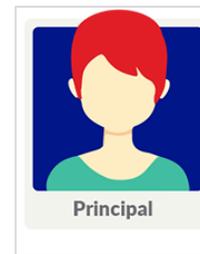


Writing a Quality SLO

EVIDENCE SOURCES



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:

Based on identification as a school needing improvement under federal programs (ESSA and/or IDEA), 7th and 8th grade students receiving targeted and selected intervention will be assessed using MAP three times per year and QRI at the beginning and end of the intervention class—either in September and January or January and May.

Monthly “touch points” include running records of each student, 2 QRI running records of each student, AIMSWeb progress monitoring for tier 3 students in December, and SOAR to Success monitoring assessments for tier 2 students.

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"/> The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content. <input type="checkbox"/> Assessments are valid, reliable, fair, and unbiased for all students/target population. <input type="checkbox"/> The evidence reflects a strategic use of assessment. <input type="checkbox"/> Progress is continually monitored, and an appropriate amount of evidence can be collected in time for use in the End-of-Cycle Summary conference. (Note: the amount of evidence available may vary by educator role). 	<ul style="list-style-type: none"> • What processes do you intend to use in collecting and reviewing evidence? What formative classroom/leadership practices would provide “just in time” information to inform leadership practice? • With what frequency will staff administer assessments and review data over the course of the SLO interval? • What modifications and/or accommodations are needed to support learners with IEP/504 plans? • How does the evidence to be gathered support a tiered SLO goal? • What evidence is missing? • How can different kinds of assessments bring in different data? • In what ways can you triangulate your intended evidence with other data? • What role does formative evidence play in helping you assess the effectiveness of your strategies and practices?



Analysis of the BEFORE

- The initial plan represented a balance of assessment evidence.
- However, evidence of learning is limited to learners receiving intervention. This may limit the principal’s ability to address achievement gaps within and across groups of learners.
- The implementation and fidelity of MLSS systems should be considered. It’s possible that there are learners with achievement gaps which are not in intervention.



AFTER the review and analysis, the original example of Evidence Sources has been rewritten to ensure a review of assessment data for all grade 7-8 learners, and a manageable plan for how to do that. Additional evidence will be reviewed for learners receiving interventions.

The Example AFTER:

All learners:

- MAP assessment is administered quarterly to all students. The results for all grade 7-8 students will be monitored three times per year within data teams, and used along with the analysis of student work to address gaps within and across learner groups, and to inform flexible grouping, enrichment, or interventions.
- The Qualitative Reading Inventory (QRI) is administered at the beginning and end of year for all students within reading classes.
- Summative assessment results (WSAS) are disaggregated by subgroup identified for improvement under ESSA and/or IDEA.

Additional evidence sources for learners receiving intervention supports:

- AIMSWeb progress monitoring for tier 3 students in December.
- Data team SOAR to Success monitoring (assessment reports) for tier 2 students.