

After an SLO Long Term Goal is Approved, When is it Appropriate to Adjust Baseline Preparedness Levels?

Preparedness levels are generally determined at the beginning of the course; using a body of evidence, including data from previous prerequisite courses if available, to determine mastery of prerequisite standards content and skills. Modifying baseline preparedness levels after the SLO long term goal phase has been approved requires administrative overrides from the SLO team in ARE. Please consider the following guidance before considering to modify already-approved preparedness levels. Then if necessary, complete the next steps to do.

Key Idea: While teacher's initial determinations of student preparedness will generally be accurate, there are key moments throughout a course or situations that might necessitate preparedness levels being updated.

Below are some scenarios in which teachers and school leaders may want to consider reevaluating and/or modifying preparedness levels.

- Students had little opportunity to demonstrate mastery of prerequisite standards before the deadline, (absences, new to school, etc.). New data as the course has progressed has given the teacher and school leader a better understanding of the knowledge of prerequisite standards with which the student began the year.
 - This may also include students who, for any myriad of reasons, are mostly or completely non-verbal at the beginning of the course in a manner which is not reflective of their actual understanding of prerequisite content and skills, and determining a student's actual preparedness is difficult. As the year progresses, it may become easier to determine where a student was actually starting from.
- A teacher and school leader have gained a new understanding of the rigor of prerequisite standards as the year has gone on, and now believe some preparedness levels are inaccurate.
- A teacher or school leader misunderstood definitions of baseline preparedness categories.
 - For example, teachers and school leaders did not know that Significantly Underprepared equates to *more than two years behind* grade level and Underprepared equates to 1 - 2 years behind grade level.
- If school leaders did not have conversations with teachers in August-October on baseline preparedness categories, or were not as fully aware of teachers' assignments of those levels as they could have been, and are now recognizing some preparedness levels are potentially inaccurate.
- If schools experienced changes in staff, (i.e. transitions in school leadership or teachers on leave).
 - For example, a new school leader may recognize baseline preparedness levels were not accurately assigned.
- At the end of the course, when assigning end of course expectations levels, a teacher realizes the growth indicated by a student's preparedness and expectation is not accurate.¹
 - For example, students were categorized as Significantly Underprepared at baseline, but are now performing at Met or Exceeded Expectations. If they are truly demonstrating Met and/or Exceeds performance now, it is unlikely they were Significantly Underprepared at baseline, because it means they grew *more than three* school years in one.

¹ For examples of growth for various preparedness to expectation combinations, please refer to the ARE SLO website -> Process Resources: EOC Expectation Levels -> 'What Expected, One Year of Growth Looks Like'

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Next Steps

1. School leader and teacher engage in a conversation about student baseline preparedness levels and corresponding student evidence.
2. School leader and teacher come to consensus regarding students' baseline preparedness levels.
3. School leader emails slohelp@dpsk12.org name of teacher and name of SLO that needs to be put back into the "long term goal in process" phase.
4. ARE (Department of Accountability, Research and Evaluation) will put SLO back in process.
5. Teacher makes agreed-upon revisions and resubmits to school leader for approval of changes.
6. School leader approves changes so teacher can move onto "end of course expectation level" phase.

For support in facilitating this conversation, reach out to your network leaders.