Data Analysis Protocol -- Mid-Interval Data for SLO Evidence of Progress

Purpose: In preparation for their Mid-Interval Conference with their evaluator, teachers prepare a summary of evidence for their SLOs. This is an opportunity to reflect upon and adjust instruction. Teacher teams are encouraged to use the questions below in combination with the Data Analysis Protocol in the Teacher Team Toolkit.

Preparation: Bring a copy of your SLO and any evidence you have collected. Bring your laptop, and review any login information needed to access MAP, PALS, or Data Dashboard information. See your AIMSweb coordinator for assistance with AIMSweb data. Consider using the accompanying short video before or during your meeting.

What can be used as evidence of an SLO?

SLO data can be quantitative (scores, grades, percentages) or qualitative (observation notes, work samples, rubrics).

SLO data can be from a combination of formal and informal assessments.

Assessments chosen should align with your goals.

High-quality assessments are valid, reliable, fair, and unbiased.

High-quality rubrics have well-crafted performance levels that clearly define levels of performance, are easy to understand, show a clear path to student mastery, and align with standards.

Mid-interval SLO evidence can be from formative or summative assessments.

Formative assessments are "for learning" and provide data that informs adjustments to instruction.

Summative assessments measure learning at the end of a unit.

Review the Data
1. What was the SLO? What is the goal?
2. Which types of data/evidence do we have to measure the goal? (see sidebar)
3. Are there data use guides or other resources for the type of data we are using? (See mmsd.org/datause for MAP, PALS, and ACCESS data use.)

Analyze the Data
1. Are students on track to meet the learning goal by the end of the interval?
2. Which students are on track? Which are not?

Discuss Root Causes
1. If the goal is on track, what strategies/practices have been the most promising in support of the final goal?
2. If students or groups of students have not made the progress expected, what might be the cause?
3. Were the teaching strategies/practices implemented that were laid out in the original plan?
4. How did formative assessment data inform adjustments to instruction?

Consider Actions
1. What other strategies might lead to higher levels of learning?
2. Should the strategy/practice or goal be adjusted based on our analysis of the evidence?
3. What support will we need to implement these strategies?
4. What additional assessments will we use to measure progress toward the SLO for the remainder of the year?
5. Note: Following the Mid-Interval Conference, the teacher makes any changes to the goal or strategy in the Teachscape system under the Reflect tab. Click on the current SLO (#1) and scroll down to Mid-Interval Review. Items may also be uploaded into the SLO Artifact Portfolio.