

The SLO Readiness Rubric helps districts/LEAs determine whether any additional preparations must be made before implementing SLOs on a district-wide or building-wide scale. Where any boxes are checked “Not Ready” or “Almost Ready,” districts and LEAs should develop strategies to address those deficiencies and ensure effective implementation.

	Not Ready	Almost Ready	Ready
Shared Vision	<input type="checkbox"/> The district articulates broad goals for improving effectiveness and student achievement	<input type="checkbox"/> Key stakeholders are aware of goals for improving educator effectiveness and student achievement, but district initiatives are not aligned to the goals	<input type="checkbox"/> All stakeholders exhibit a shared commitment to increasing educator effectiveness and student achievement as well as developing district initiatives aligned to the goals
	<input type="checkbox"/> A limited number of district staff understand the benefits and challenges of implementing SLOs	<input type="checkbox"/> District staff make limited efforts to communicate the benefits and challenges of implementing SLOs to the community	<input type="checkbox"/> All district educators share a common understanding of what implementing SLOs will entail and demonstrate a shared commitment to implementing the SLO process with fidelity
Infrastructure	<input type="checkbox"/> Schools lack the organizational structure to facilitate development and review of SLOs, and to provide feedback and support	<input type="checkbox"/> Schools have building-level teams responsible for overseeing the SLO process, but team members lack training, time, or commitment to provide feedback and support	<input type="checkbox"/> All schools have building-level teams that have sufficient training, time, and commitment to approve SLOs and provide valuable feedback and support to teachers
	<input type="checkbox"/> Teachers and administrators have limited access to student data	<input type="checkbox"/> The district is working to develop systems to provide teachers and administrators with greater access to data	<input type="checkbox"/> The district has fully developed systems that provide teachers and administrators opportunities to analyze current data and data trends for the development of growth targets
	<input type="checkbox"/> The district has a limited number of high-quality assessments available	<input type="checkbox"/> The district is working to develop more high-quality methods to gather baseline data, post-assessments, and formative assessments	<input type="checkbox"/> The district has a variety of methods to gather baseline data, post-assessments, and formative assessments available for all grades and subjects where possible
	<input type="checkbox"/> The district lacks sufficient resources to	<input type="checkbox"/> The district offers some opportunities through PD	<input type="checkbox"/> Job-embedded PD opportunities exist at all

	support the development of educators' use of assessments and data to inform instruction	to further educators' use of assessments and data	schools to help teachers augment their assessment and data literacy skills
	<input type="checkbox"/> The district has limited feedback mechanisms and procedures for overseeing the SLO process at the district level	<input type="checkbox"/> The district has systems to monitor the SLO process via occasional audits and feedback	<input type="checkbox"/> The district has systems to monitor and revise the SLO process on an ongoing basis through regular communication channels, in which schools provide feedback for revisions
	<input type="checkbox"/> The district does not have the capacity to improve implementation over time	<input type="checkbox"/> The district has limited capacity to improve implementation over time	<input type="checkbox"/> The district has the capacity to evaluate implementation on a yearly basis and adjust the process as necessary
Teacher Readiness	<input type="checkbox"/> Teachers generally do not use student data to inform instruction	<input type="checkbox"/> Teachers analyze student data with support and use data to inform long-term planning but not in everyday instruction	<input type="checkbox"/> Using student data to inform instruction is common practice; teachers consistently use student data to adjust planning, improve practice, and seek PD
	<input type="checkbox"/> Teachers implement mandatory district and state assessments, but rarely use other forms of assessments	<input type="checkbox"/> Teachers use a variety of formative and summative assessments of varying quality	<input type="checkbox"/> Teachers apply assessment literacy skills to select or collectively develop high-quality assessments that align with standards and provide useful information about student growth
	<input type="checkbox"/> Teachers rely on student files and prior-year report cards as sources of information about their students	<input type="checkbox"/> Teachers rely on student files and prior-year report cards as sources of information about their students and attempt to seek out additional information, but do not always know where to look	<input type="checkbox"/> Teachers gather and use a variety of information about the needs and strengths of their students from student files, prior-year teachers, report cards, surveys, assessments, and discussions with family members