Writing a Quality SLO
TARGETED GROWTH

Principal

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:

80% of students at each grade level will progress to their grade level range for writing.

REVIEW & ANALYZE the example using:

The Quality Indicators	Self-reflection or coach prompts
Does the information provided indicate that: ☐ Growth trajectories reflect appropriate gains for students based on identified starting points or benchmark levels. ☐ Growth goals are rigorous, yet attainable. ☐ Targeted growth is revisited based on progress monitoring data and adjusted if needed.	• Does this goal (grade-level growth) address systemic achievement gaps? • What are the implications in declaring an 80% rate of the global population? • Do baseline results demonstrate gaps in and across learner groups? • What would be an attainable, but rigorous goal for learners whose baselines demonstrate they are currently well below grade level? Would this help to address the gaps? • Do these goals represent typical gains for the learners? Is there historical data that might cause you to adjust goals one way or another? • How might you capture evidence of growth in learners who are already performing *above* grade level? • Is there a federal identification/notification for the school/district? If so, how can you set a growth target to address the identification?

Analysis of the BEFORE

- **This statement is too broad, and does not demonstrate justification for why this is a good (rigorous, yet attainable) growth target.**
- **80% of students seems arbitrary (baseline data would need to justify this percentage), and lacks a focus on both the lowest performing students who need the most support to catch up AND higher-performing students who are already writing at grade level (but should still be expected to improve). Principals should cite actual baseline data to identify and address achievement gaps.**
- **Crafting a goal around the lowest performing students allows a principal to focus on the neediest, and will help to close gaps between learners.**

AFTER the review and analysis, the original example of Targeted Growth has been rewritten to define growth targets for both students performing below grade level, and then accelerated targets (growth trajectories which will address achievement gaps) for those well-below grade level.

The Example AFTER:

Growth goals are based on baseline performance which showed that 20% of learners in grades 3-5 were performing below grade level standards for writing as measured by the district assessment. The SLO goal is for this subset of students to reach grade level proficiency in writing, as follows:

- All learners in the school (grades 3-5) who are more than one grade level below grade level on the district's writing assessment will demonstrate a minimum of one year's academic growth on this year's district writing assessment.

- Specifically, these 36 students will make more than one year of progress on the Spring 2019 district writing assessment:

	Count below grade level (based on spring 2018 writing test)
3rd grade	8
4th grade	12
5th grade	16