

New York State Student Learning Objective Template – Principal SLO – High School Regents

<i>All SLOs MUST include the following basic components:</i>	
Student Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>All students enrolled in the following courses:</p> <ul style="list-style-type: none"> Regents English: 456 students Integrated Algebra: 390 students <p>Complete student rosters can be found in the student information system.</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p><i>Source of Standards:</i></p> <ol style="list-style-type: none"> 1. <i>New York State P-12 Common Core Learning Standards for English Language Arts and Literacy</i> for the Regents English students. 2. <i>New York State P-12 Common Core Learning Standards for Mathematics</i> for the Integrated Algebra students. <p>All course standards for each course will be included in this SLO.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p>September 24, 2012 through June 3, 2013.</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>The Regents assessments for Comprehensive English and Integrated Algebra.</p> <p>Offers accommodations as legally required and appropriate? Yes, students' IEPs and 504 plans will be followed.</p> <p>Ensures that those with vested interest are not scoring summative assessments? Yes, following State protocols.</p>

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Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p><u>Student-specific Historical Data:</u></p> <ul style="list-style-type: none"> a. Grade 10 district-developed summative assessment: Students scored between 58 and 94, with <ul style="list-style-type: none"> • 122 students between 58 and 64 (band A) • 204 students between 65 and 74 (band B) • 108 students between 75 and 84 (band C) • 22 students between 85 and 94 (band D) b. Grade 8 Math State summative assessment: Scale scores ranged from 480 to 735, with <ul style="list-style-type: none"> • 110 students between 480 and 638 (band A) • 163 students between 639 and 672 (band B) • 88 students between 673 and 701 (band C) • 29 students between 701 and 735 (band D) <p><u>School-wide Historical Performance Trends:</u></p> <ul style="list-style-type: none"> a. Comprehensive English scores have been increasing. 72% passed in 2010, 74% passed in 2011, and 78% passed in 2012. b. For Integrated Algebra, 68% passed in 2010, 69% passed in 2011, and 70% passed in 2012. <p>For Comprehensive English students, Grade 8 ELA State assessment scores were also reviewed.</p>		
Target(s)	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>80% of students in Comprehensive English and Integrated Algebra Regents courses meet their individual growth targets:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Comprehensive English:</p> <ul style="list-style-type: none"> band A: at least 65 band B: at least 75 band C: at least 85 band D: at least 95 </td> <td style="width: 50%; vertical-align: top;"> <p>Integrated Algebra:</p> <ul style="list-style-type: none"> band A: at least 65 band B: at least 75 band C: at least 85 band D: at least 95 </td> </tr> </table>	<p>Comprehensive English:</p> <ul style="list-style-type: none"> band A: at least 65 band B: at least 75 band C: at least 85 band D: at least 95 	<p>Integrated Algebra:</p> <ul style="list-style-type: none"> band A: at least 65 band B: at least 75 band C: at least 85 band D: at least 95
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HEDI Scoring	<p><i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i></p> <p>The district determined the following HEDI structures based on the percentages of students meeting their targets:</p> <ul style="list-style-type: none"> • Highly effective = 85% of students will meet or exceed their differentiated targets on the associated Regents exam. • Effective = 76-84% of students will meet or exceed their differentiated targets on the associated Regents exam. • Developing = 70-75% of students will meet or exceed their differentiated targets on the associated Regents exam. • Ineffective = less than 70% of students will meet or exceed their differentiated targets on the associated Regents exam. 																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100%	91-95%	85-90%	84%	83%	82%	81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	71%	70%	50-69%	30-49%	0-29%
Rationale	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p> <p>Regents English and Integrated Algebra were chosen for the focus of this SLO because they are key gate-keeper Regents exams. Because these courses end in Regents assessment, all of the learning standards for Comprehensive English and Algebra are included. These NY Common Core Standards for ELA and Literacy are being reinforced across the school as all teachers are integrating Writing Across the Curriculum, which has been a continuing difficulty for our students on the Regents. In addition, our Social Studies teachers are incorporating more Document-based questioning tasks, designed to augment students reading and writing skills. Where possible, teachers are reinforcing Common Core Standards, such as mathematical concepts, in their classes as many of our Algebra students continue to have difficulties with the basic building blocks for success in this class. For example, our CTE teachers will be working with students to use computer spreadsheets to experiment with algebraic expressions.</p> <p>The Regents assessments are known to be valid and reliable and these are tests our students must pass to graduate. They are designed to cover the breadth of the course, although specific content varies from year to year.</p> <p>The targets set by the district are rigorous and indicate significant learning for all students.</p> <p>Mathematics in general, and Algebra I specifically, have been weak points for us across the district. There are 2 new instructors in Algebra this year with proven track records for success. We are confident we can meet this goal.</p>																				