

New York State Student Learning Objective

Using STAR Moderate Growth Targets for the State/Growth 20 points

All SLOs MUST include the following basic components:

Population	[Teacher Name] serves the following students in her role as Reading Specialist and Special Education Teacher Elementary Reading Remediation for grades K, 1, 2, and 3. Special Education Teacher for one student in K, and one student in grade 6; seven sections = 22 Students												
Learning Content	Grade K Common Core Learning Standards for ELA = 7 students Grade 1 Common Core Learning Standards for ELA = 4 students Grade 2 Common Core Learning Standards for ELA = 4 students Grade 3 Common Core Learning Standards for ELA = 6 students Grade 6 Common Core Learning Standards for ELA and Math = 1 student NYS Common Core Learning Standards for ELA grades K, 1, 2, 3, and 6, as appropriate, focusing on decoding, encoding, listening, speaking and writing, and those further defined by some (3 presently) students' IEP goals, as well as the K, 1, 2, 3 and 6 curricula.												
Interval of Instructional Time	September 2012-June 2013												
Evidence	Diagnostic assessments will be referenced including DRA2 and DIBELS (the WIAT III for the 6 th grade student) in an effort to gauge some insight into the academic ability of each students. STAR Early Literacy Assessment, STAR Reading and STAR Math Assessments will be administered during a fall, winter, and spring testing windows serving as the pre and post-tests. After the first administration of the STAR assessment the system will project a moderate growth target for each student as explained in the target section.												
Baseline	Below is an overview of Scaled Scores within STAR assessments for the class after the first administration of each assessment. This 2 nd , 3 rd and 6 th grade report is taken from the Screening Report for each class within available reports for STAR Reading. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Percentile</th> <th style="text-align: center;">Students</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td>Below 25th</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>25th to 49th</td> <td style="text-align: center;">6</td> <td style="text-align: center;">55</td> </tr> <tr> <td>50th to 74th</td> <td style="text-align: center;">5</td> <td style="text-align: center;">45</td> </tr> </tbody> </table>	Percentile	Students	Percent	Below 25 th	0	0	25 th to 49 th	6	55	50 th to 74 th	5	45
Percentile	Students	Percent											
Below 25 th	0	0											
25 th to 49 th	6	55											
50 th to 74 th	5	45											

75 th & Above	0	0
Number of Students	11	

This 6th grade report is taken from the last page of the Screening Report for each class within available reports for STAR Math.

Percentile	Students	Percent
Below 25 th	1	100
25 th to 49 th	0	0
50 th to 74 th	0	0
75 th & Above	0	0
Number of Students	1	

This Kindergarten and 1st grade report is taken from the Screening Report for each class within available reports for STAR Early Literacy.

Scaled Score	Literacy Classification	Number of Students	% of Total
300-487	Early Emergent Reader	5	45.5
488-674	Late Emergent Reader	5	45.5
675-774	Transitional Reader	1	9
775-900	Probable Reader	0	0
Number of Students	11		

Also note, other assessment data was referenced when setting appropriate summative targets for students, including the DRA2, DIBELS and WIAT III scores.

Target(s)	My goal is that 80% of the students on the attached roster will meet or exceed the projected summative target. For third and sixth graders, summative targets were set based on the NYS ELA exam. For kindergarteners, first and second graders, targets were set based primarily on projected moderate growth targets outlined within STAR Reading and STAR Early Literacy, as applicable.																				
HEDI Scoring	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
	93 - 100	90 - 92	86 - 89	85	84	82 - 83	81	80	78 - 79	77	76	75	71 - 74	67 - 70	63 - 66	59 - 62	55 - 58	51 - 54	25 - 50	11 - 24	0 - 10
Rationale	I have developed a comprehensive curriculum and assessment plan using resources from NYSED, textbook series, and many self-created materials and resources designed to supplement instruction when necessary. These collections of resources bring students along a continuum of learning toward college and career readiness. I went backwards and mapped the essential learning for each grade in order to determine what ambitious targets for growth must look like in order to ensure all students move on to the subsequent course academically prepared. Although the summative target projections on the attached roster are, in large part, based on the targets outlined in the STAR Early Literacy, Reading, or Math assessment, an assessment on the 3 rd party state-approved list of the NYSED, there are situations when my professional development was applied to adjust a projected scale score target when necessary. Other available student data from DIBELS, DAZE, DRA2 and/or the grade 5 State ELA and Math exam results were factors in those changes. I continue to develop formative assessments that will provide the necessary data to make certain students are on track towards meeting targets outlined in the SLO. My ongoing instruction throughout the year will focus on ensuring students demonstrate growth from their pre-assessment in order to increase students' ability to respond to questions about fiction/non-fiction texts using specific evidence found in the text, which appears to be a weaker area for students. Common Core Standards state the importance of literacy skills and understandings required for the next level of learning as well as college and career readiness in multiple disciplines. Setting a target of 80% of students meeting their differentiated targets will ensure that all students, including those who begin the year further behind academically, are adequately prepared for the requirements of the next grade level and beyond.																				

Class Roster

Student	Grade Level	Scaled Score after 1 st administration of STAR Reading	Summative Goal	Actual Summative Score	Projected State ELA
Student A	2	80	141		-
Student B	2	90	215		-
Student C	2	86	211		-
Student D*	2	183	298		-
Student E**	3	279	356		2
Student F**	3	289	359		2
Student G	3	218	311		2
Student H	3	139	229		1
Student I	3	271	354		2
Student J	3	276	360		2
Student K*	6	630	683		3

**Students with Disabilities*

***ESL Students*

Student	Grade Level	Scaled Score after 1 st administration of STAR Early Literacy	Summative Goal	Actual Summative Score
Student L	K	391	600	
Student M	K	413	597	
Student N	K	433	605	
Student O*	K	708	769	
Student P	K	410	594	
Student Q*	K	502	653	
Student R	K	416	600	
Student S	1	642	773	
Student T	1	604	746	
Student U	1	647	763	
Student V	1	642	773	

**Students with Disabilities*

***ESL Students*

Student	Scaled Score after 1 st administration of STAR Math	Summative Goal	Actual Summative Score	Projected State Math
Student W*	637	705		2

**Students with Disabilities*