|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *All SLOs MUST include the following basic components:* | | | | | | | | | | | | | | | | | | | | | |
| **Student**  **Population** | *These are the students assigned to the course section(s) in this achievement target - all students who are assigned to the course section(s) must be included in the target. (Full class rosters of all students must be provided for all included course sections.)*  **Course: Grade 6 ELA with 47 students (see attached roster)**  **Includes 1 general education teachers and 1 consultant teacher** | | | | | | | | | | | | | | | | | | | | |
| **Learning Content** | *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?*  ***Course: Grade 6 ELA***  ***Source of Standards: Common Core Learning Standards – (Reading and Language at grade 6)*** | | | | | | | | | | | | | | | | | | | | |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*  **One year (September 24, 2012 – May 31, 2013** | | | | | | | | | | | | | | | | | | | | |
| **Evidence** | *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*  ***Last year’s grade 5 window 3 evidence results from May 2012 to inform teacher of regression over summer time and State ELA Assessment in Grade 5***  ***Pre-Assessment: iReady Reading Profiles (window 1 in September 2012)***  ***Summative Assessment: iReady Reading Profiles (window 3 in May 2013)***  ***Offers accommodations as legally require and appropriate for IEPs and 504 plans***  ***iReady software does the scoring and computation; therefore, ensures that those with vested interest are not scoring summative assessments*** | | | | | | | | | | | | | | | | | | | | |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*  ***(see chart below)*** | | | | | | | | | | | | | | | | | | | | |
| **Target(s)** | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?*  ***(See next page for roster, pre-test score, and target score) A differentiated growth target will be set per raw score range.***  ***Group 1 = Raw Scores in the range of 350—400 will increase their raw scores by 60 points***  ***Group 2 = Raw Scores in range of 401-530 will increase their raw scores by 80 points***  ***Group 3 = Raw Scores in range of 531-629 will increase their raw scores by 90 points***  ***Group 4 = Raw Scores in range of 630 or higher will increase their raw scores by 100 points***  ***(Entry level scale score for grade 6 is estimated at 630 and entry level scale score for grade 7 is 650 – these are guestimates being used for this sample template)***  ***75% of students, including special education populations will increase raw scores based on group differentiated growth target or exceed target on the their summative assessment (window 3 which is final testing period) compared to their pre-assessment window 1 for grade 6.*** | | | | | | | | | | | | | | | | | | | | |
| **HEDI Scoring** | *How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?*  ***HEDI set by ABC District***  High Effective = 85% of students or more will meet or exceed their target goal on the summative assessment.  Effective = 67%-84% of students will meet or exceed their target goal on the summative assessment.  Development = 49%-66% of students will meet or exceed their target goal on the summative assessment  Ineffective = 0-48% of students or fewer will meet or exceed their target goal on the summative assessment  *(35 out of 46 students earn target goal of 75% then teacher will earn HEDI score of 13 points)* | | | | | | | | | | | | | | | | | | | | |
| **HIGHLY EFFECTIVE** | | | **EFFECTIVE** | | | | | | | | | **DEVELOPING** | | | | | | **INEFFECTIVE** | | |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | **13** | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 96-100% | 91-95% | 85-90% | 83-84% | 81-82% | 79-80% | 77-78% | 75%-76 | 73-74% | 71-72% | 69-70% | 67-68% | 64-66% | 61-63% | 58-60% | 55-57% | 52-54& | 49-51% | 40-48% | 30-39% | 38-0% |
| **Rationale** | *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.*  ***iReady focuses on the following learning content:***   * ***CCLS Reading Foundations; phonics*** * ***CCLS Reading Literature and Informational Text*** * ***CCLS Language*** * ***Academic Vocabulary recognition and meaning***   ***The evidence will measure student progress in learning how to read and apply contextual clues in learning vocabulary. Learning content will prepare students for future work in ELA. A greater emphasis on reading texts that are more complex during regular instruction will support student learning and improved proficiency on iReady assessment. The iReady data points will inform inquiry team and students’ progress toward achievement on the State assessment***  ***The target requires students to demonstrate growth in learning by achieving profile results by the end of the school year to be on or above their exit grade level.***  ***In meeting district-priorities for learning, iReady is the measurement tool to assess CCLS reading and language standards for the local-comparable measure. In my job, my colleagues and I will attend regular inquiry team meetings to analyze interim assessments and iready profile data in order to provide best-fit instruction so that each student’s target is met as well as preparing them for future success. Grade 6 is a challenging grade level as students are moving toward higher expectations into the secondary grade levels. Reading is a key indicator of future success in college or caree*** | | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- |
| 6th Grade  Student Roster  (identified by #) | Reading RESULTS at end of GRADE 5 | Reading  Profile  PRE-Assessment | **Reading**  **Scale Score**  **TARGET SCORE** |
|  | 482 | 479 | **559** |
|  | 392 | 388 | **448** |
|  | 500 | 505 | **585** |
|  | 524 | 525 | **605** |
|  | 500 | 499 | **579** |
|  | 363 | 360 | **420** |
|  | 373 | 375 | **435** |
|  | 493 | 500 | **580** |
|  | 550 | 545 | **635** |
|  | 554 | 560 | **650** |
|  | 593 | 600 | **690** |
|  | 595 | 597 | **687** |
|  | 588 | 585 | **675** |
|  | 547 | 550 | **640** |
|  | 557 | 560 | **650** |
|  | 591 | 595 | **685** |
|  | 582 | 578 | **638** |
|  | 571 | 568 | **658** |
|  | 625 | 625 | **715** |
|  | 585 | 588 | **678** |
|  | 569 | 578 | **668** |
|  | 588 | 580 | **670** |
|  | 574 | 579 | **669** |
|  | 596 | 600 | **690** |
|  | 575 | 578 | **668** |
|  | 597 | 595 | **685** |
|  | 586 | 590 | **680** |
|  | 617 | 620 | **710** |
|  | 560 | 555 | **645** |
|  | 568 | 570 | **660** |
|  | 590 | 592 | **682** |
|  | 580 | 585 | **675** |
|  | 579 | 576 | **667** |
|  | 587 | 590 | **680** |
|  | 623 | 627 | **717** |
|  | 571 | 575 | **665** |
|  | 620 | 618 | **708** |
|  | 554 | 559 | **649** |
|  | 624 | 628 | **718** |
|  | 649 | 651 | **751** |
|  | 627 | 625 | **715** |
|  | 639 | 642 | **742** |
|  | 612 | 609 | **699** |
|  | No data | 555 | **645** |
|  | No data | 590 | **680** |
|  | No data | 612 | **702** |
|  | No data | 500 | **580** |