New York State Student Learning Objective Template

This is a model school-wide SLO for a high school resource room teacher

<table>
<tr><td colspan="2"><u>All SLOs MUST include the following basic components:</u></td></tr>
<tr><td>Population</td><td>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.)

The population will be all 411 students enrolled in Hometown High School courses that result in Regents exams.</td></tr>
<tr><td>Learning Content</td><td>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?

The learning content for this SLO includes all of the NY State Learning Standards for Science and Social Studies, and the Common Core Learning Standards for English Language Arts and Literacy and Mathematics, associated with the classes resulting in Regents exams (English, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History and Geography, US History and Government, Living Environment, Earth Science, Chemistry, Physics).</td></tr>
<tr><td>Interval of Instructional Time</td><td>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?

September 2012 – June 2013 (one full academic school year)</td></tr>
<tr><td>Evidence</td><td>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.

1. Pre-assessments are based on scores on the Regents Exams from the previous year, historical data from the district, and these students' scores on previous Regents exams, where applicable.
2. Summative assessments will include the Regents exams in English, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History and Geography, US History and Government, Living Environment, Earth Science, Chemistry, Physics</td></tr>
<tr><td>Baseline</td><td>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

Proficiency rates on these Regents Exams over the last year were as follows:
<table>
<tr><td></td><td>2012</td><td>2011</td><td>2010</td><td>2009</td></tr>
<tr><td>Comprehensive English</td><td>68%</td><td>66%</td><td>65%</td><td>60%</td></tr>
<tr><td>Integrated Algebra</td><td>67%</td><td>68%</td><td>65%</td><td>63%</td></tr>
<tr><td>Geometry</td><td>53%</td><td>53%</td><td>48%</td><td>48%</td></tr>
<tr><td>Algebra 2/Trigonometry</td><td>38%</td><td>37%</td><td>36%</td><td>35%</td></tr>
<tr><td>Global History& Geography</td><td>54%</td><td>52%</td><td>51%</td><td>49%</td></tr>
<tr><td>US History and Government</td><td>75%</td><td>76%</td><td>72%</td><td>70%</td></tr>
<tr><td>Living Environment</td><td>59%</td><td>56%</td><td>57%</td><td>56%</td></tr>
</table>
</td></tr>
</table>

Earth Science	49%	42%	40%	38%
Chemistry	48%	47%	44%	43%
Physics	62%	58%	54%	53%
Overall proficiency HHS:	57%	56%	53%	52%

District Results

	2012	2011	2010	2009
Comprehensive English	70%	68%	66%	62%
Integrated Algebra	72%	70%	68%	66%
Geometry	56%	54%	52%	49%
Algebra 2/Trigonometry	40%	38%	39%	38%
Global History& Geography	56%	54%	52%	52%
US History and Government	78%	78%	73%	72%
Living Environment	65%	58%	58%	58%
Earth Science	54%	48%	45%	42%
Chemistry	50%	48%	46%	45%
Physics	64%	60%	56%	51%
	61%	58%	56%	54%

In the district, proficiency rates on the Regents have been increasing at a rate of approximately 2 percentage points per year, although last year, the rate increase was 3%. This may be due to an increased focus on academics at the district level. After school tutoring has been added at HHS and other schools, along with more effective use of the homeroom period as a directed study time. New procedures have been instituted that have streamlined referrals to the resource teachers and an additional resource teacher has been added to each school. All of this is increasing our focus on academics.

When I reviewed the past history of these particular students, I found that of those who had previous Regents exams, 68% had scored 65, or proficient on these exams. Clearly they are doing better than we saw in the student body as a whole. This rate was despite the fact that these scores were in our courses which traditionally have lower proficiency rates (Geometry, Global History and Geography, Algebra 2, Earth Science, and Living Environment. This leads me to believe this increasing trend in proficiency will continue.

Target(s)

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

This SLO is based on the performance of all of the students in the school who take Regents exams. Each of the teachers in these classes has written an SLO for the classes they teach that culminate in a Regent's exam. The school set a goal for 80% of students to meet their targets in all of our classes. As such, the target for my SLO is that 80% of students in Regents courses will meet their differentiated goals.

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)?

My HEDI score will be based on the outcome of the SLOs of the teachers in courses that culminate in a Regents exam. The HEDI rating for each SLO will be weighted proportionately by the number of students in each SLO. These values will then be combined into one overall HEDI score that will be provided to me by my district. To explain, here is an example as if my SLO involved only four courses:

List course with student numbers and HEDI score (abbreviated course list here for purposes of illustration)

Course 1: 100 students earned HEDI of 14
Course 2: 89 students earned HEDI of 12
Course 3: 110 students earned HEDI of 17
Course 4: 112 students earned HEDI of 19

Compute proportion of students * HEDI score:

Course 1= 100/411*14 = 3.406
Course 2 = 89/411*12 = 2.599
Course 3 = 110/411*17 = 4.550
Course 4 = 112/411*19 = 5.178

Sum these values =

15.733 =~ 16 for HEDI

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
92-100	89-91	85-88	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	0-67

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.

I serve Hometown High School in the role of a Special Education resource room teacher. As such, I work with students in a wide variety of classrooms, helping them meet the demands of the classroom assignments. I also assist teachers in designing lesson plans that address the specific learning needs of the students with disabilities included in their classes. In a typical year, much of my focus has been on assisting students who are in courses with Regents Exams that must be passed for graduation. My schedule varies and while I see some students for extended periods of time, there are others that I see only on a short-term basis until they get back on track. My focus is necessarily on a broad spectrum of coursework and I have contact with a large number of students over the year, making the school-wide SLO focus an appropriate measure of growth for me.

Over the past 3 years, we have made great strides at HHS as can be seen in our increasing the graduation rate and the increasing number of students who are going to college. We have to make sure that these students have the necessary skills to succeed in college. By applying increasing rigorous curriculum and setting higher standards for all educators, we will grow our students to meet these challenges. Every student counts and whatever I can do to help those who are having difficulties in their classes, particularly those who must take Regents exams, will be an important part of the school's overall success.