

Administrator Student Learning Objective

Administrator Name: Bill Waters School Name: Bundly Elementary School

Academic Year: 2015–16

Please populate each section of the *Administrator Student Learning Objective (SLO) Template* using the guidance provided above each field. Refer to the *Administrator SLO Checklist* while completing this template.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

The focus for this SLO is to improve overall reading scores for students in Grades K–3. Bundly Elementary School is currently using the STAR assessment for students in Grades K–3 for both reading and mathematics. In kindergarten, we used the STAR¹ Early Literacy assessment, and in Grades 1–3, we used the STAR Reading assessment. This assessment is aligned with Ohio’s English Language Arts Learning Standards for reading informational texts, reading literature, and reading foundations. We chose these assessments because they are highly regarded by our teachers in helping enhance instruction. Bundly teachers do not receive growth scores, and, therefore, it will not be used in our evaluative process as an approved vendor assessment for growth measures. Table 1 displays the overall increase for students on the scaled score between the fall and spring administration of the STAR assessment in reading. These scores show that at each grade level, students’ average scaled scores increased from the fall to spring at rates that reflect what is expected when compared with results seen in other districts and states on this assessment.

Table 1. Trend Data: Grades K–3 Average Scaled Score Growth on the STAR Reading Assessment in 2014–15

Grade	Pretest	Posttest	Scaled Score Change
K	435	516	+81
1	581	701	+120
2	760	811	+51
3	804	841	+37

¹ The Ohio Educator Standards Board, the State Board of Education, and the Ohio Department of Education do not recommend or endorse any specific interventions, products, programs, curricula, or student learning objectives. The student learning objective presented here uses targets for student performance that are measured by an assessment from the department’s list of approved instruments. These assessments meet criteria established by the department that are defined online. This student learning objective is just one of many examples that educators may use as they develop student growth measures for their students.

When meeting with each grade-level team, we used these data as a way to compare the starting points and overall increase in scaled score to help build the picture of where our students are. We compared the overall scaled score growth shown in Table 1 with what the STAR assessment gives as its nationally normed expected growth for students within each grade range (see <http://doc.renlearn.com/KMNet/R004321327GJ1053.pdf>). The increase our students showed was similar to the nationally normed expectations. At our school, each grade level started out slightly below expected scores and ended up within a few points of the expected scores for the end of each grade level.

When we viewed the student growth percentile (SGP) reports time-adjusted model (TAM) for our students (Table 2), we saw that although overall students were increasing their scaled scores, many of our students had scaled scores that placed them into the lower SGP ranking ranges (with an SGP of less than 45, where median SGP = 51). SGPs tell whether a student’s growth is more or less than can be expected. For example, without an SGP, a teacher would not know whether an increase of 100 scaled score points represented average, above-average, or below-average growth (see <https://resources.renlearnrp.com/us/star/studentgrowthpercentile.pdf>). Lower numbers indicate lower relative growth and higher numbers indicate higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of his academic peers. Table 2 shows these data.

Table 2. Student Growth Percentiles for Students From 2014–15 on STAR Kindergarten Early Literacy and STAR Reading, Grades 1–3

Grade Level	Total Population	Students With SGP Scores Between 1–20 (%)	Students With SGP Scores Between 21–40 (%)	Students With SGP Scores Between 41–60 (%)	Students With SGP Scores Between 61–80 (%)	Students With SGP Scores Between 81–99 (%)
K	73	19 (26%)	22 (30%)	32 (43%)	0 (0%)	0 (0%)
1	76	13 (17.1%)	12 (15.8%)	46 (60.5%)	5 (6.5%)	0 (0%)
2	78	8 (10.2%)	22 (28.2%)	44 (56.4%)	4 (5.1%)	0 (0%)
3	77	9 (11.8%)	29 (37.6%)	41 (53.2%)	8 (10.3)	0 (0%)

Because SGP (TAM) from STAR is calculated for students at every starting score as long as the assessment is the same in the fall and spring, the data in Table 2 reflect how students grew when compared with their academic peers. The growth categories in Table 2 represent broad but specific ranges for growth scores. These data reflect that in each grade level listed, the majority of students grew at what would be considered “typical” growth rates, with SGP scores between 41 and 60. What was concerning was that for each grade level listed, the growth percentiles for a large percentage of our students was either below (in the 21–40 SGP score range) or well below (in the 1–20 SGP score range) the growth

that their academic peers made. Similarly concerning was that we had few, if any, students who showed growth in the upper two growth percentile ranges. Getting all of our staff to move from viewing increases in scaled scores to viewing growth percentiles is an important shift in our school's thinking about data and the impact we have on our students.

This year, we will again use the STAR assessments (Early Literacy for Kindergarten and STAR Reading for Grades 1–3) and administer the assessment three times during the year. Although only the fall and spring administrations will be used for the purposes of this SLO, we will use the results on the winter administration to track which students are on track to meet their growth targets.

Although we generally see higher scaled score growth for students who score lower on the fall administration of the STAR assessment, SGP is measured based on how much growth is possible for students at each scaled score level. What we found is that within each grade level, those students showing lowest SGP scores came from a range of scaled score starting points.

Student Population

Which student population will be included in this SLO? When applicable, include subject, grade level, and number of students. Include the rationale for determining the student population by grade level, content area, or targeted needs, as appropriate.

All students in Grades K–3 are included in this SLO. No students have been excluded.

For students in kindergarten and students in Grades 1–3 who have no prior SGP score history, we cannot set specific growth targets based on past performance; however, we will use the scaled score predictive targets as growth targets.

For all students in Grades 1–3 who have at least one prior year SGP score based on the STAR assessment data, we will use SGP scores as a baseline.

Students in this grade range were selected for the following reasons:

- Reading instruction in Grades K–3 is foundational, as students learn to read and use those skills in Grades 3 and higher to read to learn.
- Students in Grades K–3 do not receive value-added growth scores from the statewide testing. Although students in Grade 3 do take the Ohio's Reading and Math Assessments, they do not receive a value-added score. We wanted to make sure that student growth was being measured in all grade levels on assessments related to Ohio's standards.
- We are including Grades 1–3 in this SLO because a majority of students in these grades have SGP scores from this assessment from a previous year. We can track the same student growth year to year, with a focus on improving each student's growth.
- Although students in kindergarten do not have previous years' SGP scores, we are able to use their predicted growth rate to set and track their progress.

Other student demographic data are shown in Table 3.

Table 3. Demographic Data

Grade Level	Total Enrollment	Special Education Population <i>N</i> (%)	Free or Reduced-Price Lunch Enrollment <i>N</i> (%)	Mobility—Number of Students Who Lack SGP Score From Prior Year <i>N</i> (%)	Total Number of Students Covered by SLO
K	76	3 (0.5%)	66	Not available	76
1	77	9 (11.8%)	61 (80.2%)	1 (0.7%)	76
2	78	11 (14.1%)	63 (80.7%)	3 (3.8%)	75
3	77	14 (18.2%)	65 (84.4%)	2 (2.5%)	75

None of our students were held back or needed to repeat a grade in the 2014–15 school year, and we have no students designated as English language learners.

Although we do have a sizeable portion of students qualifying for free or reduced-priced lunch, we did not see any difference in the growth rates (as measured by STAR SGP between students in this group versus those who do not qualify for this program). There are no contextual factors for any of the students, including those with individualized education programs that would impact their growth targets.

Interval of Instruction

What is the duration of the SLO? Include beginning and end dates.

September 1, 2014, to April 15, 2015 (Our district student growth measure plan states that administrator SLOs will follow the same timeline set for teacher SLOs and must be scored by May 1).

This date range reflects the beginning of the school year until the end of our STAR assessment window for the third round of assessments.

Standards and Content

What content will the SLO cover? To what related standards is the SLO aligned? Include rationale for selecting comprehensive or targeted content and skills.

The key standards that are the focus for this SLO come from Ohio's English Language Arts Standards and focus on several of the College and Career Anchor Standards for Grades K–3 (also referred to as the topics for the reading strand). Specific standards covered for this SLO are as follows:

KEY IDEAS AND DETAILS

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Taken together, the identified standards represent the foundation for reading skills and understandings that are needed as students unpack how to make sense of text. At each grade level, teachers are responsible for ensuring that the strand statements are covered for each substrand and topic.

The standards selected focus on making meaning from the text that students interact with. Although there are other standards that will be covered during the interval of instruction, the teacher team believes that focusing on the identified six standards for this SLO will produce gains in the skills students need to carry with them into the upper grades.

Source: Ohio Department of Education. (2010). *Ohio's new learning standards: English language standards*. Columbus, OH: Author. Retrieved from <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx>

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO? Specify how multiple assessment measures will be combined, as appropriate (e.g., if your student population spans multiple grade levels).

The assessment selected for this SLO for kindergarten is the STAR Early Literacy assessment; for Grades 1–3, it is the STAR Reading assessment. We used the data generated by the 2014–15 administrations of the STAR Early Literacy assessment for students who are now in Grade 1, and the STAR Reading assessment SGP scores for students in Grades 2–3 from 2014–15. For students in kindergarten, we will use the first administration of the Early Literacy assessment and SGP created from those results to create growth targets for the current group of kindergarteners. These are the assessments used to measure each student’s past student growth performance. For students in Grades 1–3, the assessments they took the prior year identify the baseline SGP score. These scores identify which growth score each student received and allow for the setting of growth targets based on the same student cohort data. To measure student growth for the 2015–16 school year, all students will take the STAR Reading assessment. These tests are aligned to Ohio Reading Standards and provide strong predictive data of which students are on track to meet grade-level reading goals. Because we are not administering the assessment in a manner that yields a teacher growth score, the assessments are not being used by our district as an approved vendor assessment for student growth measures.

The STAR assessments are given three times per year—once each in the fall, winter, and spring. They also allow for more frequent (weekly) short-form assessments, which allow teachers to track weekly growth rates. STAR provides a range of data, including raw score and domain scores (which allow tracking of how students or groups of students are performing on selected domains). For the purpose of this SLO, I am using the SGP (TAM) report to track students’ growth. SGP is a measure of student growth comparing students at any starting point (fall assessment level) to the growth made by students who had a similar starting score. The SGP reports identify a “student growth score” on a scale of 1–99. For the purpose of this SLO, student growth will be categorized into five broad categories:

1. SGP scores between 1 and 20—considered to be well below typical growth
2. SGP scores between 21 and 40—considered to be below typical growth
3. SGP scores between 41 and 60—considered to be typical growth
4. SGP scores between 61 and 80—considered to be above typical growth
5. SGP scores between 81 and 99—considered to be well above typical growth

Because SGP scores are calculated based on any given starting score, students receiving an SGP score of 43 might have widely varying starting or raw scores. STAR reports provide SGP scores after two data points are available. For all students in Grades 1–3 who have at least one prior year SGP score based on the STAR assessment data, we will use SGP scores as a baseline.

For students in kindergarten and students in Grades 1–3 who have no prior SGP score history, we cannot set specific growth targets based on past performance; however, we will use the scaled score predictive targets for growth targets.

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

For the purposes of this SLO, a student will be designated as meeting his or her growth target if he or she meets or exceeds the predicted score on the fan graph (see <http://help.renaissance.com/rdash/Predicted>).

Growth targets were set based on prior year SGP score for all students in Grades 1–3. Across the grade levels, growth targets are outlined in Table 4.

Table 4. Growth Targets for All Students in Grades 1–3 Based on Prior Year SGP Scores

Grade	Starting SGP 1–20	Starting SGP 21–40	Starting SGP 41–60	Starting SGP 61–80	Starting SGP of 81–99
1–3	SGP = 21 or increase of 15 SGP points whichever is greater	SGP = 41 or increase of 15 points, whichever is greater	SGP = 61 or increase of 15 points, whichever is greater	SGP = 81 or increase of 16 points, whichever is greater	No students had an SGP score in this range

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction? Include rationale for any decisions made at the building or district levels related to selection of the student population, content, assessment, and growth targets.

An increase in SGP score represents a shift in the way we consider growth for students. By shifting the focus away from scaled score increases and toward SGP score increases, we are ensuring that regardless of where students start, they are meeting with increased growth compared with how much other students at their starting point grow.

For students in Grades 1–3, the growth targets outlined in Table 4 represent higher expectations in terms of the growth for each student compared with what these students were able to achieve in prior years. By focusing on our students within each SGP range, we can target our teaching toward those students who have typically shown lower than expected growth regardless of their starting point. The increases identified ensure that all students at the *well below*, *below*, and *typical* growth ranges move up at least one category, which means that all students who showed growth that was below what their academic peers showed (SGP scores between 21 and 40 in the prior year) will show growth that, when compared with their academic peers, moves them closer to typical growth (SGP scores between 41 and 60). This type of growth represents real growth regardless of a student's starting scaled score. By addressing students' growth percentiles, we are pushing for higher growth rates than we saw in the past year. For students in kindergarten, where no historical data are available, we are using the Predicted Scaled Score provided by the STAR assessment as the growth targets. Again, regardless of where students start, the expectation is that our students experience more growth than is predicted.

To achieve this higher than predicted or expected growth, teachers will be focusing on pulling lower growth students into small readers workshop groups and providing more focused instruction at each student's level. Teachers also will be assessing students more frequently using the STAR system to track weekly growth rates. For students who are not on track to meet their growth targets, the reading specialist, working with the individual teacher and each classroom assistant, will provide additional minutes of focused instruction and support. Results from these additional assessments will be the focus of the semimonthly grade-level data meetings that I attend.