

Student Learning Objective (SLO) Template

Principal Name: Howard Henderson Content Area and Course(s): Reading Grade Level(s): 9–10 Academic Year: 2013–14

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?

Overall, students at King High School (KHS) perform relatively well on the grade 10 Ohio Graduation Test (OGT) in Reading when compared with students across the state of Ohio. Last year, 93 percent of our grade 10 students performed at or above Proficient, which is greater than the state average of 88 percent. The historical data below show OGT scores for 10th graders in 2012–13, who are this year’s 11th graders.

2012–13 Grade 10 OGT Data (Percentage of Students at or Above Proficient in Reading)	
KHS Scores	State Scores
95	88

However, when taking a closer look at the Reading OGT content strand proficiency rates, KHS students seem to be challenged most often by the Acquisition of Vocabulary content standard. The table below displays our student performance in four content standards: Acquisition of Vocabulary; Reading Process (Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies); Informational, Technical, and Persuasive Text; and Literary Text. These results suggest that KHS students are typically strongest in reading informational, technical, and persuasive text, which has been a focus of our English language arts (ELA) curriculum in the school during the past five years.

2012–13 Grade 10 OGT Data by Content Standard (Percentage of Students at or Above Proficient in Reading Content Standards)				
Grade	Acquisition of Vocabulary	Other Reading Standards		
		Reading Process	Informational, Technical, and Persuasive Text	Literary Text
8	84	94	97	93
10	89	96	98	97

Historically, scores for Acquisition of Vocabulary have been slightly below the 2012–13 proficiency rates. In 2010–11, 79 percent of grade 10

students were at or above Proficient in the content standard. In 2011–12, 82 percent of grade 10 students were at or above Proficient in the content standard.

	Acquisition of Vocabulary (Percentage of Grade 10 Students at or Above Proficient)
2010–11	79
2011–12	82

To convert these performance data into baseline data for King students in grades 9–10 in the 2013–14 school year, we needed to include baseline data for current 10th graders who do not have OGT data available. The table below includes baseline data for King students, grades 9–10 and identifies the source of the baseline data. Baseline data for students in grade 9 are based on OAA performance in 2012–13. Baseline data for current 10th graders are based on the administration of the King District Reading Assessment Pretest administered in the beginning of the 10th grade school year, in September 2013. The Grade 10 King District Reading Assessment Pretest is aligned to the same four content standards as the OAA and OGT, allowing us to break down performance on each of these standards across grade levels.

2013–14 Baseline Data Reading Assessments (Percentage of Students at or Above Proficient)			
Current Grade	%	Baseline Data Source	Year Administered
9	92	Grade 8 OAA	2012-13
10	89	Grade 10 King District Reading Assessment, Pretest	September 2013

Because of the identified area in need of improvement, this SLO focuses on ultimately increasing student proficiency rates in grades 9–10 in the Acquisition of Vocabulary content standard. To do so, our school’s plan is to first work toward this goal by assessing students’ critical reading skills in grade 9 to gain information about areas in need of improvement in this content strand that can be targeted in the year prior to OGT assessment. To this end, we analyzed and set growth targets on the King District Reading Assessment for students in Grade 9 based on the grade 8 OAA scores from the previous spring (shown below). We developed and administered a pretest form of the Grade 10 King District Reading Assessment, the details of which are further described in the assessment section of this SLO. This exam was administered on September 10, 2013. For this SLO, we will use student scores on the section of both assessments that is specifically aligned to the Acquisition of Vocabulary content strand, as specified by the item map for each assessment (shown below).

2013–14 Baseline Data Acquisition of Vocabulary (Percentage of Students at or Above Proficient)			
Current Grade	%	Baseline Data Source	Year Administered
9	84	Grade 8 OAA	2012-13
10	90	Grade 10 King District Reading Assessment, Pretest	September 2013

Please note that grade 10 OGT results are not used to develop growth targets for this SLO because they will not be available within the necessary time frame to be incorporated.

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

The number of students in the SLO from each grade is referenced below.

Grade	Number of Students	Students Taught at Other District Campuses	Number of Students Eligible for Alternative Assessments	Number of Students in This SLO
9	65	6	4	55
10	54	10	2	42
Total	119	16	6	113

We have six students with identified Significant Cognitive Disabilities in grades 9–10 who will be administered alternative assessments and thus will not be taking the Grade 9 King District Reading Assessment or the Grade 10 King District Reading Assessment. The students are however, included on the individual Intervention Specialists’ SLOs so their growth will be monitored. There are 16 students who attend another district campus and will not participate in the SLO either. Other than these specific students, all enrolled grade 9–10 students are included within the SLO.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

The interval of instruction for this SLO is August 26, 2013 to April 25, 2014. The interval runs from the first day of classes this academic year to the administration date of both Grade 9 and Grade 10 King District Reading Assessments.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

The SLO will focus on the Acquisition of Vocabulary and Use standards of the Common Core State Standards because the percentage of students at or above *Proficient* on that strand of the assessment has been relatively low compared with other content standards in the Reading content area.

Grade	Vocabulary Acquisition and Use Standards (http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx , p. 66)
9–10	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.

	<ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Administration of the Grade 9 King District Reading Assessment: April 25, 2014
 ELA educators in our school across grades 9–12 have worked together during the past five years, according to our continuous improvement plan, to identify key student skill competencies that they feel are essential to master in grade 9 ELA coursework. Mastery of these competencies is seen as vital in order to build the foundation of skills needed to succeed with coursework in the later grades’ ELA offerings. During vertical integration ELA course curriculum planning, these competencies were linked to specific instructional strategies and content interaction that ELA staff have found to be most effective in strengthening these skills in students. Last summer, in preparation for SLO implementation, these ELA staff worked to develop a King District Reading Assessment that aligns to the overlap between these identified skill competencies and the targeted Ohio Learning Standards for ELA. The district vetted the assessment in summer 2013 with district curriculum staff, the local educational service center, and external content expert support. Kings High School will administer this exam in grade 9 for the first time this school year.

For this SLO, the 20 items that specifically align to the Acquisition of Vocabulary content strand will be used. These items are 15 short-answer and five constructed-response questions, and require students to read and analyze short passages of text. A detailed rubric used to grade written response items (only the five constructed-response items apply) was developed in conjunction with the exam. Teachers complete a calibration exercise to assess their readiness to accurately rate responses prior to participating in exam grading.

Administration of the Grade 10 King District Reading Assessment: April 25, 2014
 Kings High School is administering the grade 10 King District Reading Exam, a locally developed and district-approved exam, for the first time this year. This exam mirrors the Reading OGT and aligns with the applicable Common Core State Standards. ELA staff members worked to develop a King District Reading Assessment and the district reviewed the assessment in summer 2013 with district curriculum staff, the local educational service center, and external content expert support. This exam aligns to the reading content and skills found on the OGT: Acquisition of Vocabulary, Informational Text, Reading Process, and Literary Text.

For this SLO, the 15 items that directly align to the Acquisition of Vocabulary strand will be used. These items are 10 multiple-choice (2 points

each) and five constructed-response questions (3 points each) that require students to read and analyze short passages of text and provide a short written response. A detailed rubric used to grade written responses was developed in conjunction with the exam. The assessments will be graded by district content expert staff.

Growth Target(s)

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

Expected Growth in Grades 9 and 10—Acquisition of Vocabulary		
Assessment	OAA Results from Grade 8	Growth Target on King District Reading Assessment – Grade 9
Grade 9	84 percent of students scored Proficient or above on the Acquisition of Vocabulary standard on the Grade 8 OAA.	94 percent of students will score Proficient or above on the Acquisition of Vocabulary standard on the Grade 9 King District Reading Exam.
Assessment	Pretest score from King District Reading Assessment	Growth Target on King District Reading Assessment – Grade 10
Grade 10	90 percent of students scored Proficient or above on the Acquisition of Vocabulary standard of the Grade 10 King District Reading Assessment Pretest.	100 percent of students will score Proficient or above on the Acquisition of Vocabulary standard of the Grade 10 King District Reading Assessment.

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

The ability to acquire complex vocabulary based on reading comprehension skills is an important area of development for our students. The more context strategies and other skills the student has learned for acquiring vocabulary, the better overall reader he or she will be. Reading is the foundation of success in rigorous coursework at KHS and beyond, and these vocabulary acquisition skills are an important component of the success a student will experience in reading now and in acquiring a variety of academic language in future postsecondary studies. Therefore, we feel that the district focus—and our focus as a school—on this content area is a wise choice in order to further the academic achievement of our students.

Knowing this, vocabulary acquisition and critical reading skills will be a focus of professional development this year. During these professional development sessions, staff will focus on developing high-yield teaching strategies intended to help students acquire these skills across all content areas. With all teachers across the curriculum incorporating different vocabulary and academic language acquisition and critical reading strategies into their daily instruction, the hope is that, as a school, we will yield high results on the Acquisition of Vocabulary content strand when grade 10 OGT testing takes place in spring 2014.

For grade 9 students, the rationale for setting growth targets was based on the professional judgment of ELA staff across grade levels. These educators met as a group, reviewed student baseline data, and considered what growth was feasible and necessary for students in order to maintain rigorous expectations within the coursework. They concluded that the general growth goal would be to increase the percentage of students scoring proficient or higher by 10 percentage points per grade level.

For grade 10 students, district staff provided guidelines from district staff on what constitutes rigorous expectations for the King District Reading Assessment. Our ELA staff have knowledge of the district-developed assessment and arrived at the aggregate target provided based on their knowledge of current student skill levels and typical student growth in this content area strand across the course of the year.

Educators are aware of the goals set forth in this school-wide SLO. Although none of their individual SLOs may focus on Acquisition of Vocabulary only, educators will be incorporating a focus on this content strand into their overall instructional planning this year. This alignment was confirmed when the instructional period began, with goal-setting meetings taking place with each staff member and a designee from the school SLO team in August 2013 before the first week of school in September. Progress in this content strand will be discussed and monitored during regularly scheduled instructional planning meetings throughout the year.

In summer 2014, teams of educators will review all available assessment data and plan coordinated instructional strategies for further student improvement the following year.