

Student Learning Objective (SLO) Template

Principal Name: Barbara Brown

Content Area and Course(s): Reading

Grade Level(s): 6–8

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?

Students at King Middle School generally perform well on the statewide assessment in reading. The vast majority of students in the district perform at or above Proficient on the Reading Ohio Achievement Assessments (OAA) and Ohio Graduation Tests (OGT) and score well above students in other schools in the state. I have also included the incoming sixth graders' scores from last year, when they were in fifth grade.

2012–13 OAA Reading Data (Percentage of Students at or Above Proficient)		
Grade	King Scores	State Scores
5	86	74
6	89	83
7	90	82
8	92	87

The table below shows data for Acquisition of Vocabulary proficiency percentages for King Middle School. The table also includes King Middle School data for Literary Text, Reading Process, and Informational Text to show how our students compared in the other reading content standard areas. These three strands of the OAA suggest that the students' greatest strength is in Reading Informational Text.

2012–13 OAA Reading Data by Content Standard (Percentage of Students at or Above Proficient)				
Grade	Acquisition of Vocabulary	Other Reading Standards		
		Reading Process	Informational Text	Literary Text
5	72	88	91	93
6	76	89	96	95
7	75	92	97	95
8	84	94	97	93

The data in the table below show historical scores for Acquisition of Vocabulary at King Middle School.

Acquisition of Vocabulary (Percentage of Students at or Above Proficient)		
Grade	2010–11	2011–12
6	70	74
7	72	72
8	70	78

The trend data reveal that the percentage of King students who are scoring at or above proficient continues to increase with each academic year.

To convert these performance data into baseline data for King students in grades 6–8 in the 2013–14 school year, we need to look at current students’ performance on last year’s OAA. The table below includes baseline data for King students, grades 6–8 and identifies the source of the baseline data.

2013–14 Baseline Data Reading Assessments (Percentage of Students at or Above Proficient)			
Current Grade	%	Baseline Data Source	Year Administered
6	86	Grade 5 OAA	2012-13
7	89	Grade 6 OAA	2012-13
8	90	Grade 7 OAA	2012-13

The baseline data for these students in grades 6–8 in the 2013–14 school year for Acquisition of Vocabulary specifically are in the following table.

2013–14 Baseline Data Acquisition of Vocabulary (Percentage of Students at or Above Proficient)			
Current Grade	%	Baseline Data Source	Year Administered
6	72	Grade 5 OAA	2012-13
7	76	Grade 6 OAA	2012-13

8	75	Grade 7 OAA	2012-13
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My goal for the 2013–14 school year is to continue the trend of increasing the percentage of students who are proficient or above on the Acquisition of Vocabulary strand of the OAA, using the baseline data above on Acquisition of Vocabulary as a benchmark to measure growth. To gauge student growth at the end of the school year, the students will take the King District Reading Assessment, a district-approved assessment that mirrors the OAA/OGT and provides an indicator of performance on the OAA/OGT. This will be our first year administering the assessment at King Middle School.

Student Population

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

As the table below shows, we have 165 students in grades 6–8 who will take the King District Reading Assessment in the 2013–14 school year.

Grade	Number of Students	Students Taught at Other District Campuses	Number of Students Taking the Alternative Assessment	Number of Students in This SLO
6	55	1	2	52
7	60	0	1	59
8	55	0	1	54
Total	170	1	4	165

One student in grades 6–8 does not receive instruction within King District and will be omitted from the SLO. There are four students who have been diagnosed with significant cognitive disabilities. These students will receive the alternate assessment in lieu of the King District Reading Assessment and are also not included in this SLO. The students are covered on the Intervention Specialist’s SLO.

Interval of Instruction

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

August 15, 2013 to April 25, 2014

A member of the SLO approval team met individually with each teacher on Induction Day on August 15, 2013. Together, they began shaping their SLOs around the school-wide focus on Acquisition of Vocabulary. Instruction will continue with professional development sessions with staff on September 26 and October 31 during scheduled two-hour sessions. I will meet with teachers quarterly to get an update on their progress toward the goals they set. They will share formative assessment data that provide information on how students are progressing on the standards related specifically to the Acquisition of Vocabulary strand. The teachers are aware of the goals in this SLO and have agreed to

incorporate goals that align with this SLO into their individual SLOs.

Administration of the King District Reading Assessment: April 25, 2014

In the summer of 2014, teams of teachers will review the King District Reading Assessment and the OAA data and share instructional strategies for further improvement.

Standards and Content

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

The SLO will focus on the Vocabulary Acquisition and Use standard of Ohio’s Learning Standards for English Language Arts because the percentage of students proficient or above on that strand of the assessment has been particularly low for King Middle School students. The students take the King District Reading Assessment for grades 6–8, which aligns to the standards listed below.

Grade	Vocabulary Acquisition and Use Standard (http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx , pp. 63-65)
6	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
7	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
8	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).

	<ul style="list-style-type: none"> c. Consult 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 or its part of speech. 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?

The district will administer the King District Reading Assessment, a locally developed and district-approved assessment in grades 6–8 for the first time this year. This assessment mirrors the OAA and OGT assessments and aligns with Ohio’s Learning Standards for English Language Arts. This assessment covers the same reading content and skills as the OAA and OGT: Acquisition of Vocabulary, Informational Text, Reading Process, and Literary Text. Classroom teachers will also instruct students and assess their progress throughout the school year using new benchmark assessments aligned to the King District Reading Assessment so that we can get a better sense of how the students are progressing toward the goals in this school-wide SLO. Professional learning community (PLC) meetings will allow teachers to track this progress and discuss strategies for student success in areas in which students are not close to meeting their goals.

Growth Target(s)

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

Our growth targets are designed to help teachers set ambitious yet attainable goals. The baseline data consist of the percentage of students at or above proficient for each cohort in the previous year. The growth targets are focused on increasing the percentage of students who are proficient or above in Acquisition of Vocabulary on the new district assessment. Although this will be the first year we will administer the King District Reading Assessment, the students’ score on the OAA from Spring 2013 is still a good indicator of performance on the district assessment. As a district, the building leaders of all the schools decided that a general growth goal of an increase of 10 percentage points of students scoring at or above proficient per grade level was a good place to start for this first year of administration of this assessment and of focused instruction on vocabulary. Teachers agreed that these goals (see table below) are ambitious and attainable with PLC time focused on this literacy strand.

Grade	Baseline Data (from Spring 2013)	Growth Target (in Spring 2014)
6	72 percent of students scored Proficient or above on the Acquisition of Vocabulary standard on the Grade 5 OAA.	82 percent of students will score Proficient or above on the Acquisition of Vocabulary standard on the Grade 6 King District Reading Assessment.

	7	76 percent of students scored Proficient or above on the Acquisition of Vocabulary standard on the Grade 6 OAA.	86 percent of students will score Proficient or above on the Acquisition of Vocabulary standard on the Grade 7 King District Reading Assessment.	
	8	75 percent of students scored Proficient or above on the Acquisition of Vocabulary standard on the Grade 7 OAA.	85 percent of students will score Proficient or above on the Acquisition of Vocabulary standard on the Grade 8 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?

Vocabulary is one of the major pillars of reading comprehension as set forth Ohio’s Learning Standards. The more vocabulary a child acquires, the better his or her comprehension will be. The better a student’s comprehension, the better reader he or she will become. Reading is the foundation of success in school, and vocabulary is a major component of the success a child will experience in reading. This is why vocabulary acquisition is a school goal for 2014 and a goal for this SLO.

Knowing this, the teachers in my building will spend 20 percent of allotted professional development time throughout the school year focusing on high-yield teaching strategies to incorporate vocabulary. This includes one full professional development day during the school year and one PLC per quarter dedicated to addressing teaching strategies in vocabulary. With all teachers across the curriculum incorporating different vocabulary strategies into their daily instruction, we hope to improve the results on Acquisition of Vocabulary when testing takes place in the spring 2014 semester. In addition, the aligned benchmark assessments will help track students’ progress.

The following questions outline the focus of PLCs and professional development to meet the goals of this SLO:

- What commonalities exist in the standards for all grades covered by this SLO?
- How do the strategies build on one another from grade to grade?
- How do the strategies listed compare with the high-yield strategies teachers learned about in their professional development?

Goal setting for individual teachers takes place in quarterly meetings and PLC conversations. Within these meetings, there is targeted questioning about incorporating vocabulary strategies in instruction. This keeps our priority in focus. As teachers work together to monitor student progress through benchmark assessments, we will see if each grade level is on track to meet the outlined growth targets. For those grades that are not on track, we may need to offer additional support or provide some peer teaching opportunities.

We have set the growth targets hoping that multiple teachers providing multiple strategies will meet the varying needs of our learners. We know that this level of growth is attainable because some of our best teachers are already making such gains with students. With the PLC focus on vocabulary, we hope to have teachers learn strategies from one another to better address vocabulary growth so that we can promote overall

improvement of our student body, yielding positive results school-wide.