

Elementary School Administrator Student Learning Objective

An example of a strong model for an elementary building student learning objective in reading.

Administrator Name: _____ School Name: _____ Academic Year: _____

Baseline and Trend Data

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

For the past several years, xx Elementary School administers the Early Star, DIBELS, and Rigby reading assessments three times a year during the months of September, January, and May. This data is used to measure students' emergent reading skills. Students scoring below benchmark are placed on tier I and II reading interventions. Data is compared each fall, winter, and spring to measure student growth.

In fall 2013, the following kindergarten students scored at or above the benchmark level:

Early STAR

- Kindergarten – 69 percent Note: At the end of the year, 93 percent of students scored at benchmark.
- First Grade – 74 percent Note: At the end of the year, 87 percent of students scored at or above benchmark.

Dibels

- Kindergarten – 54 percent Note: At the end of the year, 80 percent of students scored at or above benchmark.
- First Grade – 73 percent Note: At the end of the year, only 50 percent of the students scored at or above benchmark.

Rigby

- Kindergarten – N/A Note: At the end of the year, 80 percent of the students scored at benchmark.
- First Grade – 73 percent Note: At the end of the year, 93 percent of students scored at or above benchmark.

In fall 2014, the following kindergarten and first grade students scored at or above the benchmark level:

Early STAR

- Kindergarten – 57 percent of students scored at or above benchmark, with a range of scale scores between 500-650.
- First Grade – 63 percent of students scored at or above benchmark with a range of scale scores between 560-680.

Dibels

- Kindergarten – 55 percent of students scored at or above benchmark.
- First Grade – 65 percent of students scored at or above benchmark

Rigby

- Kindergarten – NA
- First Grade – 85 percent of students scored at or above benchmark.

When comparing 2013 to 2014 scores, trend data indicates that students score lower in the fall than spring. However, this year's first grade class scored 93 percent at benchmark in the spring and entered the school year scoring only 57 percent at benchmark in the fall. This is 12 percent lower than what they scored the previous fall. The assessments indicate that oral fluency skills are low.

Student Population

Which student population will be included in this student learning objective? 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.

Kindergarten and first grade students are included in this student learning objective. There are 72 kindergarten students (42 boys and 30 girls; two students on IEPs; two English language learners; 97 percent of students are White and 3 percent are Hispanic). There are 66 first grade students (30 boys and 36 girls; two students on IEPs; 1 English language learner; 99 percent White and 1 percent Hispanic). There is a mobility rate of 10 percent in kindergarten and 11 percent in first grade. Thirty percent of the kindergarten students attended formal preschool programs. Fifty-five percent of the students entering kindergarten do not recognize the alphabet. XX Elementary School will provide targeted interventions within the five essential reading skills (fluency, comprehension, vocabulary, phonics, and phonemes) in order to get 90 percent at benchmark by the end of the school year and 100 percent of students reading at grade level by the third grade.

OPES data submission is due on June 1, which allows the May 15 date to be a final data collection. Note that this additional information will help the evaluator to understand additional contexts and the data collection during the SLO interval.

Interval of Instruction

What is the duration of the student learning objective? Include beginning and end dates.

The Early STAR, DIBELS, and Rigby Reading Assessments will be administered fall, winter, and spring to all kindergarten and first grade students. These measures are administered every September, January, and May. The interval of instruction for this student learning objective is Sept 15 through May 15.

Standards and Content

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

The five essential reading skills (fluency, comprehension, vocabulary, phonics, and phonemes) will be measured three times a year. Students scoring below benchmark in the five essential reading areas will be placed in tier I and II targeted interventions during the grade level reading block and grade level intervention block with progress monitoring occurring every two to three weeks. Students scoring above benchmark will receive above grade level reading interventions during the reading block and intervention block.
(Refer to district RTI model.)

Reading Standards: Foundational Skills

- Demonstrate understanding of the organization and basic features of print:
 - Follow words from left to right, top to bottom, and page by page;
 - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Recognize and produce rhyming words.
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds.
- Read emergent-reader texts with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

The focus should align with the standards with the largest impact, rather than merely listing all of the standards for reading.

Reading Standards: Informational Text

- Actively engage in group reading activities with purpose and understanding.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Reading Standards: Literature

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Assessment(s)

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

While EARLY STAR, DIBELS and RIGBY will be administered throughout the year, the assessment to be used for the purpose of this student learning objective will be EARLY STAR. This assessment is administered multiple times throughout the year, so we are able to gauge progress. This assessment is not being used as an approved vendor for OTES/OPES since it is not administered in the way required by Renaissance to receive growth reports (e.g., no growth scores are provided by the vendor). Instead, we use this assessment as an ongoing diagnostic report of our students' performance levels. As such, we will be able to establish a baseline score in the beginning of the year with all of our students and provide the final score of student performance illustrating their movement in growth. Students scoring at or above benchmark will receive above grade level reading interventions during the reading block and intervention block.

General reminder – when setting growth targets, ALL of your students must have a growth target, per SLO requirements. Have you included everyone?

Growth Target(s)

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

All students in kindergarten and first grade will have a growth target based upon the Early STAR report. The number of students in each category are listed, by grade level in the tables below. It is the expectation that students move, at a minimum, up one category. For those students who are already at the “At/Above Benchmark,” the expectation is that they increase their scale scores by 40 points or more.

- Kindergarten**

Baseline Score	Number of Students	Target Score
Urgent Intervention	10	Intervention
Intervention	5	On Watch
On Watch	16	At/Above Benchmark
At/Above Benchmark	41	Increase Scale Score by 40 points

- First Grade**

Baseline Score	Number of Students	Target Score
Urgent Intervention	1	Intervention
Intervention	3	On Watch
On Watch	20	At/Above Benchmark
At/Above Benchmark	42	Increase Scale Score by 40 points

Scale score increase of 40 points may not be realistic, depending on the students' initial pre-test score. Make sure you base this growth target on what you know about your students.

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.

Reading instruction and comprehension continue to be main areas of focus for our district as we believe it serves as the gateway to learning for all subjects. It is the district and building goal that 100 percent of students read at or above benchmark by the third grade. Due to the mobility rate, it is the

grade level goal that 90 percent of students read at or above benchmark by the end of each school year. The district RTI model places students scoring below benchmark in reading fluency, vocabulary, comprehension, phonics, and phonemes on tier I or II interventions depending on need. Students on tier II interventions receive five days of small group reading intervention with progress monitoring measures taken every two to three weeks to monitor growth. This data is used to guide instruction in the classroom and within the intervention block. The building trend data indicates that adequate growth (90 percent) is being made in some areas. Oral fluency and reading comprehension continue to be an area of focus. Teachers are including targeted and explicit instruction within these areas.

