

New York State Student Learning Objective Template

Beacon City School District: 2016-17 Common Core Algebra I Districtwide SLO

<u>All SLOs MUST include the following basic components:</u>	
Population	<p><i>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.)</i></p> <p><u>Students enrolled in the following HS Regents Course and/or scheduled to re-take the HS Regents Exams in the January 2017 and June 2017 administration of the exam:</u></p> <ul style="list-style-type: none"> • <u>Common Core Algebra 1</u>
Learning Content	<p><i>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 to specific priority standards?</i></p> <p><u>Content specific to each Regents Course. District-wide Measure of aggregate exam scores.</u></p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p><u>September 7, 2016 – June 23, 2017.</u></p>
Evidence	<p><i>What specific State-developed or State-approved assessment(s) will be used to measure this goal? The assessment selected must align to the learning content of the course. State assessments (including Regents examinations, Regents equivalents, and/or any State- approved equivalents) <u>must</u> be used as evidence if one of the courses required to have an SLO has a State assessment.</i></p> <p><u>NYS Regents Course Exams for the following: Common Core Algebra 1</u></p>

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: Bold, Not Italic

Formatted: Font: (Default) Arial, Not Italic, Font color: Black

Formatted: Space After: 0 pt, Line spacing: single, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Baseline	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p><u>2015-16 Exam Cohort Analysis:</u></p> <p><u>% Non-disabled students at or above proficiency of Level 3 > + % of students with disabilities with safe harbor target at or above Level 2></u></p> <p>86.0 % of all combined students performed at level 3 or greater and/or met safe harbor target.</p>																																																													
Target(s)	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? (All targets must include a minimum of one year of expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)</p> <p>All students that complete the NYS Common Core Algebra Regents Exam by the end of the 2016-17 school year will achieve commencement proficiency of level 3> and/or meet their safe harbor target.</p>																																																													
HEDI Scoring	Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.																																																													
	<table border="1"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="3">EFFECTIVE</th> <th colspan="2">DEVELOPING</th> <th colspan="11">INEFFECTIVE</th> </tr> <tr> <th>20</th> <th>19</th> <th>18</th> <th>17</th> <th>16</th> <th>15</th> <th>14</th> <th>13</th> <th>12</th> <th>11</th> <th>10</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>97-100 %</td> <td>93-96%</td> <td>90-92%</td> <td>85-89%</td> <td>80-84%</td> <td>75-79%</td> <td>67-74%</td> <td>60-66%</td> <td>55-59 %</td> <td>49-54%</td> <td>44-48%</td> <td>39-43%</td> <td>34-38%</td> <td>29-33%</td> <td>25-28%</td> <td>21-24%</td> <td>17-20%</td> <td>13-16%</td> <td>9-12%</td> <td>5-8%</td> <td>0-4%</td> </tr> </tbody> </table>	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	97-100 %	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59 %	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%
	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																																										
97-100 %	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59 %	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%																																										
Rationale	<p>Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</p> <p><u>The district wide measure will be used to ensure that all students at all levels are engaged in instruction that will ensure growth towards proficiency at the commencement level in preparation for college and career readiness.</u></p>																																																													

Formatted: Indent: Left: 0"

Formatted: Font: Bold, Not Italic, Underline