

**Title** – Building Administrator SLO, Special Education Math

**Content Area** – Math

**Grade Level** – 6<sup>th</sup> – 8<sup>th</sup>

**Students** – 82

**Interval of Instruction** – Year

Main Criteria	Element	Description
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**Essential Question:** What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

<b>Priority of Content</b>	<b>Objective Statement</b>	Students receiving special education services in mathematics will increase their proficiency on district common end-of-year assessments.
	<b>Rationale</b>	According to our most recent Composite Index Scores (testing year 2012-2013), there exists a 48% subgroup performance gap in mathematics (as measured by the NECAP) between the students who received special education services in mathematics and their non-special education peers. The Annual Progress Report, in conjunction with the School Improvement Plan, states that continued work with the Special Education Department is key to ensuring the progress toward proficiency of students receiving Special Education Services. Our school will focus on mathematics because increasing proficiency in mathematics is a district-wide priority. As special education students increase their proficiency on district end-of-year math assessments, their performance on state summative assessments should also increase.

**Essential Question:** Where are my students now (at the beginning of instruction) with respect to the objective?

<b>Baseline Data / Information</b>	<p>We reviewed two sources of baseline data to inform tiers for our target: Fall 2012 NECAP data and data from the first administration of the interim math assessment.</p> <p>We found that 21% of students with math IEPs scored at or above proficiency (3 or 4) on NECAP, 54% of students scored partially proficient (2) on NECAP, and 25% of students scored substantially below proficient (1) on NECAP.</p> <p>We then compared these groupings to the scores from the fall administration of the district math assessment and made any necessary adjustments to the tiers.</p>
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**Essential Question:** Based on what I know about my students, where do I expect them to be by the end of the interval of instruction, and how will they demonstrate their knowledge/skills?

<b>Rigor of Target</b>	<b>Target(s)</b>	<p>Students with IEP goals in math in grades 6-8 will increase their scores on end-of-year district common mathematics assessments based on the tiers below.</p> <p>Group 1 (17 students): Students will increase their beginning-of-year score by a minimum of 20%.</p> <p>Group 2 (43 students): Students will increase their beginning-of-year score by a minimum of 30%.</p> <p>Group 3 (22 students): Students will increase their beginning-of-year score by a minimum of 40%.</p>
	<b>Rationale for Target(s)</b>	The district math assessment is based on grade level standards, so we expect fall scores to be quite low. Therefore, we believe these targets are attainable by the spring administration, after students have received instruction and support on these standards. They are in line with the type of progress we saw among similar students on last year's administration of the same assessment.

<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	<p>The district common assessment is aligned to Common Core and is composed of a variety of item types, including selected response, short answer, and constructed response items.</p> <p>Common district-wide assessments will be administered in September, February, and May in students' math classes. February scores will be used to monitor student progress and adjust supports and interventions, as needed. Once the common assessments are administered, the tests will be divided and scored by the teachers in the Math Department. The data will be analyzed by the Math and Special Education Departments jointly and then, the department head will coordinate with other middle schools in the district to compare data and share best practices.</p>
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