

## STUDENT LEARNING OBJECTIVE - BUILDING ADMINISTRATOR

**Content Area:** Mathematics

**Grade Level:** 9-10

**Objective Statement:**

Increase the pass rate on Algebra I end-of-course assessments.

**Rationale:**

One of our school goals is to increase our graduation rate, which is currently 72%. Last year's data indicated that 90% of students who do not graduate also failed Algebra I. In reviewing this data, we found that it is rare for a student to pass the end-of-course assessments and fail the course overall. Therefore, we are using pass rates on the end-of-course assessments as a proxy for course pass rates, as they are more easily standardized and compared across the district.

**Students:**

205 students in grade 9 and 39 students in grade 10

**Interval of Instruction:**

SY2012-2013

**Baseline Data:**

- Important Data points that have influenced this SLO include the following:
- As indicated in the Rationale our graduation rate is currently 72%.
- Last year, 90% of students who did not graduate also failed Algebra I.
- Overall 81% of students passed Algebra I.
- Based on mathematics NECAP scores of the incoming freshman class 53 students (26%) are at initial risk for not passing Algebra I.

**Target(s):**

- 1) 90% of students (220) will pass (receive a score of 70% or higher) the district comprehensive end-of-course assessment for Algebra I.
- 2) 90% of students (220) will score proficient on 7 out of 8 PBGR performance tasks (receive a score of 4 or higher on the district performance task rubric) corresponding to the domains within the CCSS for our Algebra I course.
- 3) Any student that does not pass Algebra I will enroll in one of three opportunities to earn credit.

**Rationale for Target(s):**

Last year, 81% of students passed Algebra I. We believe that students who pass both the comprehensive end-of-course assessment and the Algebra I PBGR performance tasks are likely to pass the course overall. Increasing that percentage to 90% represents a significant improvement, particularly in light of the fact that this year's freshmen class appears to be relatively weaker in mathematics than their grade 10 peers were as incoming freshmen. In reviewing our incoming freshmen students' 8th grade mathematics NECAP scores, we have flagged 53 students who we believe are at risk of not passing Algebra I without comprehensive support and close monitoring. We have constructed a series of supports centered around tracking student performance

throughout the year and providing remediation based on that data. By making their success on the end-of course assessments a priority, we believe they will be more likely to pass Algebra I. This will lead to more students who are on track to graduate. While we would like to have 100% of students pass Algebra I we wanted our targets to be attainable and we look forward to raising these targets next year after we have piloted and tested new supports for struggling students. For any student who do not pass Algebra I this year even with ongoing, additional support, we will notify them at the end of the school year of three opportunities they will have to receive credit for Algebra I including: 1) an online Algebra course to be taken over the summer, 2) an Algebra summer course offered at the school, or 3) taking Algebra I again as a sophomore. While option 3 is already in place we will work throughout the year to secure options 1 and 2 to be ready for any students who might need them.

**Evidence Source(s):**

The end-of-course assessment is aligned to the Common Core and includes multiple choice, short answer, and a longer on-demand task, like is used with the CIM. The Algebra I PBGR is an extended task, each focusing on clusters of the Algebra I standards covered in the unit just completed by students.

**Administration:**

1. The comprehensive end-of-course assessment will be administered during the final exam period by the classroom teacher.
2. The PBGR performance tasks will be administered twice per quarter throughout the year.

**Scoring:**

1. All exams will be collaboratively scored by the two Algebra I teachers. Each teacher will score approximately 60% of their own students' assessments, and the remainder will be scored by the other teacher. Rubrics will be used for the on-demand task section.
2. PBGR performance tasks will be scored collaboratively by the Algebra I teachers during common planning time. Ten percent of student work will be double-scored and the remainder will be randomly distributed and scored by one of the Algebra I teachers. The PBGR will be scored using a rubric and teachers will reference scored samples to calibrate themselves.