

## STUDENT LEARNING OBJECTIVE - BUILDING ADMINISTRATOR

**Content Area:** Mathematics

**Grade Level:** 6-8

### **Objective Statement:**

Students receiving special education services in mathematics will increase their proficiency on district common end-of-year assessments.

### **Rationale:**

According to our school's most recent Composite Index Scores (testing year 2011-2012), 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. Goals 1-3 of our district strategic plan (d. 2010), address closing the performance gap between special education students and general education students in reading, writing and math. The Annual Progress Report in conjunction with the School Improvement Plan states that continued work with the Special Education Department is key to ensuring that we do everything possible to increase the 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.

### **Students:**

This objective applies to all 82 students receiving Special Education Services in mathematics in grades 6, 7, and 8 who are not eligible for the Alternate Assessment.

### **Interval of Instruction:**

The interval of instruction is the 2012-2013 school year.

### **Baseline Data:**

Our original set of data included NECAP results from the previous year (as described above) and we have used this to set targets. 31% of students with IEPs in math scored at or above proficiency. We have analyzed their results and found three distinct tiers of performance.

Group 1: 31% of students scored at or above proficiency (3 or 4) on NECAP

Group 2: 44% of students scored partially proficient (2) on NECAP

Group 3: 25% of students scored substantially below proficient (1) on NECAP

All students will take the October district math common assessment. We will examine scores of all students that have mathematics IEP goals to ensure our baseline and targets remain accurate and appropriate.

### **Target(s):**

Students with IEP goals in math in grades 6-8 will increase their scores by 20% on end-of-year district common mathematics assessments based on the tiers below.

Group 1: Students will achieve proficient or above proficient scores

Group 2: Students will increase their beginning-of-year score by a minimum of 15%

Group 3: Students will increase their beginning-of-year score by a minimum of 20%

**Rationale for Target(s):**

NECAP data is clearly showing a substantial gap between our students with IEPs in math and those without. We believe that by analyzing this data, providing more strategic supports to students with IEPs in math, and utilizing the district common assessments as benchmarks we will be able to further the work of addressing this gap. We will start to analyze common assessment results, like the October district math common assessment, more closely to determine appropriateness of supports for each student on a math IEP. By exposing all students to the same curriculum and units of study, providing more targeted small-group and one-on-one supports, and utilizing data more explicitly to inform our instruction, we expect significant increases on district common assessments for our special education students and ultimately on NECAP as well, though we cannot use NECAP data as an Evidence Source for this SLO.

**Evidence Source(s):**

The district-common assessment is aligned to Common Core and is composed of a variety of item types including selected response, short answer, and more robust constructed response items. We believe our common assessments reflect the content and rigor of NECAP and look forward to NECAP scores after the school year to see similar results. Special educators will meet every two weeks with general math educators to examine data and discuss the progress of students with IEPs in their shared classes. The Special Education Department will also lead monthly Math Department professional development meetings to expand the math teacher's toolbox of techniques and strategies for working with students on IEPs. Concomitantly, the Math Department will lead professional development expanding Special Educator's mathematical content knowledge.

**Administration:**

Common district-wide assessments will be administered in October, February, and May in students' math classes. February scores will be used to monitor student progress and adjust supports and interventions as needed.

**Scoring:**

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.