

ADMINISTRATOR SLG GOAL SETTING EXAMPLE – DISTRICT CURRICULUM DIRECTOR

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1		
Goal-Setting Conference	Content Standards/Skills	All standards taught in district Algebra I course (Plan course statement attached)
	Assessments	Category 2: District Algebra I end-of-course assessments, 4 district performance tasks related to the domains in the Oregon Math Standards (CCSS) for Algebra.
	Context/Students	Between our two high schools, we have: <ul style="list-style-type: none"> • 405 students in grade 9 and 82 students in grade 10 • 43% are white, 1% native American, 1% native Hawaiian/Pacific Islander, 5% multi-racial, 10% Black/African American, 18% Asian, 22% Hispanic • 43% have IEPs in Math • 74% economically disadvantaged • 46% female, 54% male • 36% are English learners • 46 different languages spoken in the district •
	Baseline Data	<ul style="list-style-type: none"> • 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 statewide assessment scores of the incoming freshman class 53 students (26%) are at initial risk for not passing Algebra I
	Student Growth Goal (Targets)	By the end of the 2014-15 school year, 100% of students will make progress toward proficiency (70%) on the district end-of-course Algebra I assessment. <ul style="list-style-type: none"> • Students scoring 35% and below will increase by 25% • Students scoring 36-55% will increase by 20% • Students scoring 56% and above will increase by 15%
	Rationale	<p>One of our district goals is to increase our graduation rate, which is currently 72%. Last year’s data indicated that 90% of students who did 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.</p> <p>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</p>

	<p>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 freshman class appears to be relatively weaker in mathematics than their grade 10 peers were as incoming freshmen.</p> <p>In reviewing our incoming freshmen students' 8th grade mathematics statewide assessment 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.</p>
<p>Strategies</p>	<ul style="list-style-type: none"> • Refine our current tracking system to more precisely monitor students' progress on the 4 district mathematics performance tasks and provide targeted interventions in identified areas of weakness related to the domains for Algebra in the state math standards. With data, students can be provided interventions at the time of need, rather than a remedial course the following year. • Provide professional learning (embedded within PLCs) in calibration of scoring performance assessments using the Scientific Inquiry scoring guide
<p>Professional Learning and Support</p>	<ul style="list-style-type: none"> • Support the coordination of meetings between the district office and high school administrators to provide a seamless system of support to students. • Fund and support implementation of professional learning opportunities related to calibration of performance tasks