

1 Charting the Course: Student Learning Plans (SLP)

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NCLB Public School Options Leadership Summit
July 26, 2007

2 Agenda

- Purpose of Student Learning Plan
- School District Responsibilities
- Provider Responsibilities
- Elements
- SMART Goals
- Using Student Assessment Data
- Questions and Answers

3 Purpose of the SLP

- Assist low-performing students in meeting state and school district expectations in academic proficiency in reading/language arts and mathematics
- Reflect instruction that is focused, intensive, and tailored to meet the needs of students, including special populations

4 Purpose of the SLP (cont)

- Serve as the primary vehicle for communicating the district and provider commitment to addressing the unique educational needs of a student
- Provide opportunity for parents, providers, and districts to collaborate to ensure that students' needs are addressed

5 School District Responsibilities

- Contract with the state-approved provider and pay for the tutoring services
- Develop procedures consistent with NCLB related to the development, implementation, and evaluation of the SLP

6 SES Providers

- Enable the student to attain his or her specific achievement goals as established in the SLP
- Measure the student's progress and regularly inform the student's parents and teachers of that progress

7 SES Providers (cont)

- Adhere to the timetable for improving the student's achievement that is developed in consultation with the student's parents and the provider
- Ensure that the instruction and content of the services are consistent with the instruction used by the district and aligned with the SSS

- 8 **Essential Elements of the SLP**
- Be based on academic performance data and an assessment to identify student's academic deficiencies and skill gaps
 - Identify specific and measurable achievement for students in reading/language arts and mathematics
- 9 **Essential Elements of the SLP (cont)**
- Include individualized instructional program and academic intervention strategies designed to meet students' individual needs
 - Provide process and schedule for frequent monitoring of student's progress
- 10 **Essential Elements of the SLP (cont)**
- Provide a timetable for improving the student's achievement that ensures that services are provided to students as soon as possible in the school year, but no later than October 15 of each school year
 - Describe how the provider will regularly inform the student's parents and teachers regarding the student's progress
- 11 **SMART Goals**
- Specific goals
 - Straightforward and emphasize what should happen for the student
 - Outline the what, why, and how of the SLP
 - What are you going to do?
 - Why is this important?
 - How are you going to do it?
- 12 **SMART Goals**
- Measurable goals
 - Show change in student performance
 - Address how team will know when student reaches goal
 - Show specific target to measure and instrument to measure it
- 13 **SMART Goals**
- Agreed upon goals
 - Support the collaborative effort involving parents, teacher/school staff, and provider
 - Provide opportunity for each member to bring something to the table
- 14 **SMART Goals**
- Relevant and realistic goals

- Tied to Sunshine State Standards
- Help student reach and/or exceed grade level achievement
- Bring students closer to achievement at or above grade level
- Must be based on current academic performance of student

15 SMART Goals

- Timely goals
 - Specify clear timeframe
 - Provide clear target to work toward

16 SMART Goals

- S – specific, significant, stretching
- M – measurable, meaningful
- A – agreed upon, attainable, achievable, acceptable, action-oriented
- R – relevant, realistic, reasonable, rewarding, results-oriented
- T – time-based, timely, tangible, trackable

17 Using Student Assessment Data

STATE ASSESSMENTS

- FCAT
- Stanford 10
- DIBELS

18 From FCAT to Student Goals

1. Receive student data from district.
2. Review data comparing student scores with points possible (See Content Focus Report for FCAT) and percentage of each cluster tested (See FCAT Summary of Tests and Design Section III - Content Categories)
3. Use Content Focus Report for FCAT to determine the deficiency benchmarks.
4. Use the FCAT Item Specifications to see how the benchmarks are tested on the FCAT. (<http://fcats.fldoe.org/fcatis01.asp>)
5. Create goals for the most needed skills based on the deficiency benchmarks and item specifications.

19 FCAT Resources

Understanding FCAT Reports for 2007

- Provides overview of FCAT and achievement levels
- Explains district, student, and parent reports
- Describes content assessed on the FCAT for reading and mathematics
- How to use???

20 FCAT Resources

Content Focus for FCAT

- Defines the specific content measured by each FCAT test item for each grade level
- Provides the number of points for items in each category and the content focus

for each item

- How to use???

21 FCAT Resources

FCAT Summary of Tests and Design

- Identifies the types of test for each grade level
- Provides the content categories for each grade group
- Provides SSS reading passages
- How to use????

22 FCAT Resources – How do we use this information?

- Gain better understanding of the student data provided by the district
- Analyze individual student strengths and weaknesses to develop SLP
- Prioritize instruction for students to maximize student performance
- Ensure that instruction is aligned to SSS and the FCAT

23 FCAT – District Data

24 FCAT – Student Analysis

READING

25 FCAT – Student Analysis (cont)

Reading skills Johnny needs to work on:

- Chronological order
- Details/facts
- Author's purpose
- Character development
- Plot development

26 FCAT – Student Analysis (cont)

Johnny's Reading Goals:

1. After 10 hours of tutoring, Johnny will be able to recognize the main idea, relevant supporting details and the sequence of events from a reading selection on a 5th grade level with 90% accuracy.
2. After 20 hours of tutoring, Johnny will be able to identify plot development or conflict resolution including how the story elements contribute to the plot development from a reading selection on a 5th grade level with 90% accuracy.
3. After 20 hours of tutoring, Johnny will be able to determine the author's purpose and the ways the author's purpose influences text for a reading selection on a 5th grade level with 90% accuracy.

27 FCAT – Student Analysis

MATH

28 FCAT – Student Analysis (cont)

Math skills Johnny needs to work on:

- Area
- Perimeter
- Identifying coordinates
- Bar graph

- Pictograph
- Mean
- Combinations

29 **FCAT – Student Analysis (cont)**

Johnny's Math Goals:

1. After 10 hours of tutoring Johnny will identify ordered pairs and the location of coordinates on a grid to answer 5th grade problems with 80% accuracy.
2. After 15 hours of tutoring, Johnny will analyze, interpret, or compare data using tables, graphs, or charts; use the data to solve problems; and identify the most appropriate data display on a 5th grade level with 80% accuracy.
3. After 20 hours of tutoring, Johnny will use geometric figures and/or solve geometric problems by applying properties, formulas, and/or coordinate geometry to solve area and perimeter related 5th grade problems with 80% accuracy.

30 **From Stanford 10 to Student Goals**

1. Receive student data from district.
2. Review data showing stanine scores for each cluster.
3. Determine lowest cluster(s).
4. Create goals for the most needed skills based on the Stanford 10 Content Focus Report and Grade Level Expectations. <http://www.firn.edu/doe/curric/prek12/frame2.htm>

31 **Stanford 10 – District Data**

32 **Stanford 10 – Student Analysis**

READING

33 **Stanford 10 – Student Analysis (cont)**

Reading Skills Johnny needs to work on:

- Reading and understanding a passage
- Fluency
- Determining correct answer for a question

34 **Grade Level Expectations for the Sunshine State Standards**

35 **Stanford 10 – Student Analysis (cont)**

Johnny's reading goals:

1. After 25 hours of tutoring Johnny will use a variety of context cues to construct meaning from a third grade passage with 90% accuracy.
2. After 25 hours of tutoring Johnny will use specific ideas, details, and information from text to answer literal questions from a third grade passage with 90% accuracy.
3. After 25 hours of tutoring Johnny will make connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes) using a third grade passage with 90% accuracy.

36 **From DIBELS to Student Goals**

1. Receive student data from district.
2. Review data showing scores for each skill.
3. Determine lowest skill(s).

4. Create goals for the most needed skills based on the DIBELS data and Grade Level Expectations. (<http://www.firn.edu/dae/curric/prek12/frame2.htm>)

37 **DIBELS – Student Analysis**

READING

38 **DIBELS – Student Analysis (cont.)**

Johnny's reading goals:

1. After 10 hours of tutoring Johnny will segment words on a first grade level with 85% accuracy.
2. After 20 hours of tutoring Johnny will sound out 4 and 5 letter nonsense words with 80% accuracy.
3. After 20 hours of tutoring Johnny will name 50+ letters in one minute with 90% accuracy.

39 **Using Student Assessment Data**

LOCAL ASSESSMENTS

■ **Focus Calendar Assessments (FCA's)**

40 **From FCA's to Student Goals**

1. Receive student data from district.
2. Review data showing scores for each skill.
3. Determine lowest skill(s).
4. Create goals for the most needed skills based on the FCA data and Item Specifications.

41 **FCA – Student Analysis**

READING

42 **FCA – Student Analysis (cont.)**

Johnny's reading goals:

- After 25 hours of tutoring Johnny will identify and explain in writing cause-and-effect relationships, stated or implied, in literary text or informational text using a fifth grade level passage scoring a level 2 on the short response FCAT holistic rubric on 80% of the passages.

43 **FCA – Student Analysis (cont.)**

- After 25 hours of tutoring Johnny will identify and express in writing meanings obtained through the process of selecting and/or organizing information from a single text or across texts using fifth grade materials and scoring a level 2 on the short response FCAT holistic rubric on 80% of the passages.
- After 25 hours of tutoring Johnny will identify and express in writing an explanation or analysis of similarities or differences among characters, within one character over time, between settings, and between events in one or more texts using a fifth grade level passage and scoring a level 2 on the short response FCAT holistic rubric on 80% of the passages.

44 **Questions**

45 **Resources**

- Technical Assistance Paper Related to the Development, Implementation, and Evaluation of Parent District Provider Agreements (PDPA)

http://info.fldoe.org/docushare/dsweb/Get/Document-3818/july06_tap.pdf

- Technical Assistance Paper Related to the Parent District Provider Agreement
http://info.fldoe.org/docushare/dsweb/Get/Document-4046/k12_06_151att.pdf

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