Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	53.0230000
State Funded Course Title	Advanced Placement Music Theory
Grade(s)	9-12

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**Non-Aural Skills:** **MHSAMTh.3:** Reading and notating music **MHSAMTh.4:** Composing and arranging music within specified guidelines **MHSAMTh.5:** Listening to, analyzing, and describing music **MHSAMTh.8:** Understanding music in relation to history and culture **Aural Skills:** **MHSAMTh.1:** Singing, alone and with others, a varied repertoire of music
II. Assessment or Measure for Pre-assessment and for Post-assessment	**Measure for Pre-Assessment and Post-Assessment:** Henry County Schools' Advanced Placement Music Theory Common Assessment The pre-assessment will be given in January 2012 and the post-assessment will be given by April 1, 2012. Test items will include the following: Music Terminology (intervals, chords, etc.); Notational Skills (rhythms, meter, pitches, and key signature); and Aural Skills (sight-singing). The test has been given as a post-assessment in Henry County Schools for the last five years. Pre- and posttest items are released items from the College Board for AP Music Theory.
III. Baseline Data *(What is shown by the current data, if available)*	Since baseline data are limited, a rationale is also being provided to justify the relevance and appropriateness of the SLO and its growth target. **Rationale:** Many of today's young people see music as a method for expressing themselves. When young people who enjoy music are able to regularly

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participate in music classes, it helps develop self-confidence, self-discipline, and persistence. Furthermore, studying music helps educate young people about their own culture and the cultures of others.

Music theory is the study of how music works. It examines the language and notation of music. It seeks to identify patterns and structures in composers' techniques across or within genres, styles, or historical periods.

Some people believe that music promotes increased mathematical capabilities and strengthened problem solving skills in young people. Music and math are often intertwined. For instance, music is made up of beats. Beats are pulses in which time is marked. One of the most common measures has four beats in it, which means no matter the combination of notes; they must add up to four beats.

In conclusion, music is very important to many of our young people. Without music in the educational system, many young people would lose the motivation to come to school. For some students, the music classroom is a safe haven and a reason to attend school.

Baseline Data: A Henry County Schools' Advanced Placement Music Theory Common Pre-Assessment was not given in prior years. Therefore, specific and exact growth data for this assessment tool could not be attained at this time. Data were collected from Henry County Schools' Music Theory students who took the Henry County Schools' Advanced Placement Music Theory Common Assessment for the 2009-2010 and 2010-2011 school years.

AP Music Theory Baseline Data

	2009-10	2010-11
5	5.2%	10.5%
4	15.8%	10.5%
3	28.9%	31.6%
2	42.1%	31.6%
1	8.0%	15.8%

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	Level 1 and Level 2: Not Proficient Level 3: Proficient Level 4: Mastery Level 5: Exemplary Based on the high percentage of students scoring below proficient on the Henry County Schools' Advanced Placement Music Theory Common Assessment for the last two school years, the growth suggested in the SLO is appropriate and realistic. The growth formula used in the SLO requires students with lower scores on the test to attain a higher growth rate from pre-assessment to post-assessment. Since this assessment tool lacked specific growth data from prior years, the SLO contains an approved formula to determine target growth. The target growth formula used in the SLO requires a 100 point scale. In order to meet this requirement, approved grading conversions between the College Board 1-5 scale and a traditional 100 point scale are as follows: 5= 90-100 4=80-89 3=70-79 2=60-69 1=59 and below Student growth based on the SLO will be determined using the converted numerical scale above. ☐ *Data attached*
IV. SLO Statement *(Describe what you want learners/ program to accomplish)* ***Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.***	From January 2012-April 1, 2012, 100% of high school students enrolled in Advanced Placement Music Theory will demonstrate measurable growth from their pre-assessment score to their post-assessment score as measured by the Henry County Schools' Advanced Placement Music Theory Common Assessment and determined by the following criteria: • Minimum expectation for individual growth on a 100-point test is based on the formula which requires students to grow by at least 1/2 of what would be required to improve to 100.

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	• (100-pre-assessment score)/2=Post-assessment Target Score
V. Mid-Year Review (NA for Pilot)	
VI. Means for Attaining Objective *(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)* In order to attain the SLO, teachers will use the following strategies: • Provide a detailed and College Board aligned syllabus • Conduct afterschool tutorial and exam preparation, which includes ear training, sight-singing, and composition • Conduct weekend tutorial and exam preparation • Utilize online aural and non-aural tutorials and assessments • Make study materials available to students via teacher website	

Superintendent's Signature _____ *Date* _____

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	40.0810000
State Funded Course Title	Physics I
Grade(s)	11-12

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**SP1.** Students will analyze the relationships between force, mass, gravity, and the motion of objects. **SP2.** Students will evaluate the significance of energy in understanding the structure of matter and the universe. **SP3.** Students will evaluate the forms and transformations of energy.
II. Assessment or Measure for Pre-assessment and for Post-assessment	**Measure for Pre-Assessment and Post-Assessment:** Henry County Schools Common Physics Assessment This is a new test for Henry County Schools. The pre-assessment will be given in December 2011, and the post-assessment will be given by April 1, 2012.
III. Baseline Data *(What is shown by the current data, if available)*	**Baseline Data:** A Henry County Schools' Common Physics Assessment was not given in prior years. Therefore, specific and exact growth data for this assessment tool could not be attained at this time. Physics I is a new course in Henry County Schools this year. Related data from the Spring 2010 and Spring 2011 GHSGT in Science, the Advanced Placement Physics exam taken in 2010 and 2011, and Physics Unit Test scores from Fall 2011 were collected and analyzed. Henry County Schools' test scores on the Science subsections covering Energy Transformations, Forces, Waves and Electricity on the GHSGT basically matched the state's average score for 2010 and 2011. In 2010, Henry County Schools exceeded the state's average by one point in one of the areas. During the 2010-2011 school year, only Advanced Placement Physics was offered in Henry County Schools. College Board 2010-2011 Advanced Placement Physics test data are on the next page.

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AP Physics Baseline Data

	2009-10	2010-11
5	.03%	.09%
4	18%	21%
3	15%	26%
2	37%	16%
1	27%	26%

Level 1 and Level 2: Not Proficient
Level 3: Proficient
Level 4: Mastery
Level 5: Exemplary

Although this is a different set of students, 64% of students scored below proficient on the 2010 Advanced Placement Physics Assessment. This data suggests that the growth suggested in the SLO is appropriate and realistic since many of the students are adjusting to meeting the curriculum requirements in advanced Physics. The scores did improve on this test in 2011.

A review of current data from several of the Fall 2011 Physics classes reveals that 18% of the students in these classes are failing. Nevertheless, average growth on the 2011 Physics midterm exam ranged from 27%-44% at one school (see below). This data only reflects one school in the Henry County School System. Furthermore, the test in the SLO will be a different exam on newly taught standards.

2011-2012	Semester One				
HONORS PHYSICS	NUMBER OF STUDENTS	Pre-Test	MIDTERM EXAM AVG.	NINE WEEK AVG.	CURRENT
2011-2012	44	34%	78%	93%	87.70%
AP PHYSICS B	NUMBER OF STUDENTS	Pre-Test	MIDTERM EXAM AVG.	NINE WEEK AVG.	CURRENT
2011-2012	30	44%	71%	90%	86.00%
REGULAR PHYSICS	NUMBER OF STUDENTS	Test 1	MIDTERM EXAM AVG.	NINE WEEK AVG.	CURRENT
2011-2012*	76	67%	62%	83.30%	84%

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IV. SLO Statement *(Describe what you want learners/ program to accomplish)*	From December 2011 to April 1, 2012, 100% of high school physics students will increase their skills in the areas of force, mass, gravity, motion of objects, and energy as measured by the Henry County Schools Physics Common Assessment. Students will increase from their pre-assessment scores to their post-assessment scores on the Henry County Schools Physics Common Assessment as follows: Students scoring 60% and below will increase their scores to 74% or higher; students scoring 61%-74% will increase their scores to 80% or higher; and students scoring 75% or above will maintain and increase their scores by 5 percentage points or more, if applicable. A 74% score is the equivalent of a "C", which is a passing grade.
V. Mid-Year Review (NA for Pilot)	

VI. Means for Attaining Objective

(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)

Research-based teaching strategies used to attain the SLO will include the following:

- Using direct instruction aided by visuals, web quests, audio lessons, and video clips
- Giving graphic organizers for lecture notes and new information
- Providing hands-on lessons, interactive applications, and lab activities
- Motivating students to research more about physics topics
- Applying different teaching strategies to appeal to all types of learners in the classroom
- Utilizing technology, such as computers, streaming videos, and Smart Boards
- Delivering regular vocabulary instruction, which leads to higher reading comprehension in students
- Exploring inquiry-based approaches to teaching standards-based physics
- Investigating physics topics, such as motion of force, energy, and transformation
- Offering novel learning environments and pedagogy applications that foster student interest in physics
- Involving students in the research process
- Promoting critical thinking/problem-solving skills connected to mathematics
- Developing a conceptual understanding of topics related to physics

Superintendent's Signature _____ *Date* _____

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	45.0160000
State Funded Course Title	Advanced Placement Psychology
Grade(s)	11-12

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**SSPFR1:** The student will explain selected historical and contemporary perspectives and practices of psychologists. **SSPFR2:** The student will explain the research methods and the types of statistics used in the field of psychology. **SSPBF1:** The student will explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion. **SSPBF2:** The student will compare different states of consciousness. **SSPBF3:** The student will discuss the components of stress. **SSPBF4:** The student will describe how the physical world is translated into a psychological experience. **SSPBF5:** The student will identify major theories and concepts related to motivation and emotion. **SSPBC1:** The student will identify the characteristics of and major approaches to learning. **SSPBC2:** The student will analyze key concepts associated with information processing. **SSPBC3:** Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span. **SSPVB1:** The student will analyze concepts related to the measurement and nature of intelligence. **SSPVB2:** The student will evaluate assessment tools and theories in personality. **SSPVB3:** The student will identify abnormal behavior and treatment. **SSPSP1:** The student will analyze the impact of the social environment on behaviors and attitudes.
II. Assessment or Measure for Pre-assessment and for Post-assessment	**Measure for Pre-Assessment and Post-Assessment:** Henry County Schools Advanced Placement Psychology Common Assessment The pre-assessment will be given in January 2012, and the post-assessment will be given by April 1, 2012. Pre- and posttest items are released items from the College

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<table>
<tr><td></td><td>Board for AP Psychology.</td></tr>
<tr><td>III. Baseline Data
(What is shown by the current data, if available)</td><td>Baseline data were collected from the Henry County Schools' Advanced Placement Psychology Common Assessment for the 2009-2010 and 2010-2011 school years. No pre-assessment was given in prior years. The exam used for baseline data had the following levels:

Baseline Data: A Henry County Schools' Advanced Placement Psychology Common Pre-Assessment was not given in prior years. Therefore, specific and exact growth data for this assessment tool could not be attained at this time.

Data were collected from Henry County Schools' Psychology students who took the Henry County Schools' Advanced Placement Psychology Common Assessment for the 2009-2010 and 2010-2011 school years.
Baseline Data
<table><tr><td></td><td>2009-10</td><td>2010-11</td></tr><tr><td>5</td><td>1.9%</td><td>2.6%</td></tr><tr><td>4</td><td>14.5%</td><td>17.8%</td></tr><tr><td>3</td><td>22.7%</td><td>22.6%</td></tr><tr><td>2</td><td>14.3%</td><td>24.4%</td></tr><tr><td>1</td><td>46.7%</td><td>32.6%</td></tr></table>Level 1 and Level 2: Not Proficient
Level 3: Proficient
Level 4: Mastery
Level 5: Exemplary

Based on the high percentage of students scoring below proficient on the Henry County Schools' Advanced Placement Psychology Common Assessment for the last two school years, the growth suggested in the SLO is appropriate and realistic. The growth formula used in the SLO requires students with lower scores on the test to attain a higher growth rate from pre-assessment to post-assessment. Since this assessment tool lacked specific growth data from prior years, the SLO contains an approved formula to determine target growth.

The target growth formula used in the SLO requires a 100 point scale. In order to meet this requirement, approved grading conversions between the College Board 1-5 scale and a traditional 100 point scale are as follows:</td></tr>
</table>

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	5= 90-100 4=80-89 3=70-79 2=60-69 1=59 and below Student growth based on the SLO will be determined using the converted numerical scale above. ☐ *Data attached*
IV. SLO Statement *(Describe what you want learners/ program to accomplish)* ***Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.***	From January 2012-April 1, 2012, 100% of high school students enrolled in Advanced Placement Psychology will demonstrate measurable growth from their pre-assessment score to their post-assessment score as measured by the Henry County Schools' Advanced Placement Psychology Common Assessment and determined by the following criteria: • Minimum expectation for individual growth on a 100-point test is based on the formula which requires students to grow by at least 1/2 of what would be required to improve to 100. • (100-pre-assessment score)/2 = Post-assessment Target Score
V. Mid-Year Review (NA for Pilot)	
VI. Means for Attaining Objective *(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)* In order to attain the SLO, teachers will use the following strategies: • Provide a detailed and College Board aligned syllabus • Align formative and summative assessments to AP Psychology Examination domain weights • Conduct afterschool tutorial with exam preparation lessons • Conduct weekend tutorial with exam preparation lessons • Make study materials available to students via teacher website	

Superintendent's Signature _____ *Date* _____

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	3021 & 3022
State Funded Course Title	Personal Fitness/Health
Grade(s)	9-12

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**PEHS.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. **PEHS.3:** Participates regularly in physical activity. **PEHS.4:** Achieves and maintains a health-enhancing level of physical fitness. **f.** Develops fitness goals that are gender, age, and skill appropriate.
II. Assessment or Measure for Pre-assessment and for Post-assessment	The FitnessGram, pre-assessment tool and post-assessment tool, is a mandatory (outlined in the official code of Georgia 20-2-777) and comprehensive health-related physical fitness and activity assessment. The fitness pre-assessment will be done in December 2011. The post-assessment will be completed by April 1, 2012. The five test items include Pacer Run, Curls, Push Up, Sit and Reach, and Height and Weight.
III. Baseline Data *(What is shown by the current data, if available)*	**"Georgia has the second-highest rate of childhood obesity in the United States."** Children's Healthcare of Atlanta on Saturday, November 20th, 2010 Obesity in children is a nationwide epidemic. Georgia's adults have the 17th highest obesity rate in the nation. Discussions with coaches about developmentally appropriate physical fitness growth will also occur to support this SLO. Data used from the pre-assessment in December will be compared to data from the post-assessment to show growth. The FitnessGram is a new required test for the state of Georgia; therefore, baseline data is currently being attained. ☐ *Data attached*

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IV. SLO Statement *(Describe what you want learners/ program to accomplish)* ***Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.***	From December 2011 to April 1, 2012, 100% of students in grades 9-12 will accomplish their personal fitness goals in physical education as measured by the FitnessGram. Students will achieve three of the five test items on the FitnessGram. The five test items include Pacer Run, Curls, Push Up, Sit and Reach, and Height and Weight. (Student goals will be set in collaboration with their physical education teacher as part of the class instruction.) Student goals will be based upon the FitnessGram results administered in December 2011. Students will set a personal goal for all five test items.
V. Mid-Year Review (NA for Pilot)	

VI. Means for Attaining Objective
(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)

A new Activity Log module has been added to the web-based FitnessGram/ActivityGram 8.0. This log allows students to easily keep track of their physical activity and progress toward their personal goals as determined by the FitnessGram SLO. Students can enter physical fitness data for any days they choose, set personal goals for number of steps or minutes, and track progress by cumulative steps, minute totals, or daily averages. Teachers can print summary reports that combine data for one or more students and/or one or more classes within a specified date range. Teachers also can print blank step count or minute log sheets for students to fill in at home. At a later date, teachers can enter the student's data for several days at once.

The most innovative and motivational feature of the Activity Log is that teachers or district administrators can create incentive challenges and issue these challenges to classes within a school. If using the networkable versions of the new software, these items can be issued to all of the schools within a district. These challenges can serve as motivation to the students to see which ones can achieve the highest levels of physical activity and do the best job of achieving their goals.

Coaches will meet with students to complete a goal setting form and to identify healthy zones and fitness goals related to the SLO. These goals will be recorded on a standard form and maintained by the coaches at each campus until the end of the SLO attainment period.

Superintendent's Signature _____ *Date* _____

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	23.0012
State Funded Course Title	Reading
Grade(s)	1

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**GPS** **ELA1R6** The student uses a variety of strategies to understand and gain meaning from grade-level text. **ELA1R4** The student demonstrates the ability to read orally with speed, accuracy, and expression. **ELA1R3** The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. **CCGPS** **ELACCRL1.** Ask and answer questions about key details in a text. **ELACCRL7.** Use illustrations and details in a text to describe its key ideas.
II. Assessment or Measure for Pre-assessment and for Post-assessment	**Measure for Pre-Assessment and Post-Assessment:** *Fountas and Pinnell (F&P)Benchmark Assessment System, a common reading inventory* administered in August 2011 as a pre-assessment *Fountas and Pinnell (F&P)Benchmark Assessment System, a common reading inventory to be* administered by April 1, 2012 as a post-assessment
III. Baseline Data *(What is shown by the current data, if available)*	Baseline data were collected from Henry County Schools' elementary reading students in grade 1. Data were gathered from three schools since common assessments are limited from school to school. *The Fountas and Pinnell (F&P) Benchmark Assessment System, a common reading inventory* has the following expectations for first grade students: The expected reading level for students entering first grade is level C. The expected growth and reading levels when students exit first grade are levels H-I. This growth is aligned to the expected grade-level equivalence of the assessment.

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	First grade growth data from the 2010-2011 pre-assessment and post-assessment data from the *Fountas and Pinnell (F&P) Benchmark Assessment System, a common reading inventory* is as follows: 67% increased one level; 16% increased two levels; and the remaining 17% increased 3-5 levels. 27% of the students who increased 3-5 levels entered at level A and did not reach level C. **Rationale:** The purpose of the SLO is to allow our teachers to focus on reading comprehension everyday. Based on recent performance trend data from standardized tests in Henry County Schools, students' reading fluency performance skills are much better than their reading comprehension skills. This weakness in reading comprehension is especially noticeable on tests and in classroom assignments during the transitional years of fifth grade to sixth grade and eighth grade to ninth grade. As a result, the school system is making the teaching of reading comprehension a top priority for its younger children. By placing an emphasis on the teaching of reading comprehension now, the younger children of today will fare much better in this area during their upcoming transitional years. ☐ *Data attached*
IV. SLO Statement *(Describe what you want learners/ program to accomplish)* ***Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.***	From August 2011 to April 1, 2012, 100% of first grade students will improve their reading skills as measured by the *Fountas and Pinnell (F&P) Benchmark Assessment System, a common reading inventory.* Students will demonstrate progress by increasing their score levels from the pre-assessment to the post-assessment on the *F&P Benchmark Assessment System, a common reading inventory*, as follows: Level B or below will increase at least two levels or more; Level C will increase at least three levels or more; and Level F or above will maintain and increase at least two levels or more.
V. Mid-Year Review (NA for Pilot)	

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VI. Means for Attaining Objective

(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)

The means for attaining this SLO will include, but are not limited to, the following research-based strategies:

- Guided Reading Practice
- Small Group Instruction and Literacy Centers
- Interactive Read Alouds
- Book Clubs
- Independent Reading
- Spelling, Phonics and Language Instruction
- High Quality Student Texts

Superintendent's Signature _____ *Date* _____

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	23.0013
State Funded Course Title	Reading
Grade(s)	2

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**GPS** **ELA2R4:** The student uses a variety of strategies to gain meaning from grade-level text. **ELA2R2** The student demonstrates the ability to read orally with speed, accuracy, and expression. **CCGPS** **ELACC2RL1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
II. Assessment or Measure for Pre-assessment and for Post-assessment	**Measure for Pre-Assessment and Post-Assessment:** *Fountas and Pinnell (F&P)Benchmark Assessment System, a common reading inventory* administered in August 2011 as a pre-assessment *Fountas and Pinnell (F&P)Benchmark Assessment System, a common reading inventory* to be administered by April 1, 2012 as a post-assessment
III. Baseline Data *(What is shown by the current data, if available)*	Baseline data were collected from Henry County Schools' elementary reading students in grade 2. Data were gathered from three schools since common assessments are limited from school to school. *The Fountas and Pinnell (F&P) Benchmark Assessment System, a common reading inventory* has the following expectations for second grade students: The expected reading level for students entering second grade is level I. The expected growth and reading levels when students exit second grade are levels L-M. This growth is aligned to the expected grade-level equivalence of the assessment.

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	Second grade growth data from the 2010-2011 pre-assessment and post-assessment data from the *Fountas and Pinnell (F&P) Benchmark Assessment System, a common reading inventory* is as follows: 63% increased one level; 19% increased two levels; and the remaining 18% increased 3-6 levels. 32% of the students who increased 3-5 levels entered at level I or below and did not exceed level K. **Rationale:** The purpose of the SLO is to allow our teachers to focus on reading comprehension everyday. Based on recent performance trend data from standardized tests in Henry County Schools, students' reading fluency performance skills are much better than their reading comprehension skills. This weakness in reading comprehension is especially noticeable on tests and in classroom assignments during the transitional years of fifth grade to sixth grade and eighth grade to ninth grade. As a result, the school system is making the teaching of reading comprehension a top priority for its younger children. By placing an emphasis on the teaching of reading comprehension now, the younger children of today will fare much better in this area during their upcoming transitional years. ☐ *Data attached*
IV. SLO Statement *(Describe what you want learners/ program to accomplish)* ***Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.***	From August 2011 to April 1, 2012, 100% of second grade students will improve their reading skills as measured by the *Fountas and Pinnell (F&P) Benchmark Assessment System, a common reading inventory.* Students will demonstrate progress by increasing their score levels from the pre-assessment to the post-assessment on the *F&P Benchmark Assessment System, a common reading inventory,* as follows: Level H or below will increase at least two levels or more; Level I will increase at least three levels or more; and Level J or above will maintain and increase at least two levels or more.
V. Mid-Year Review (NA for Pilot)	

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VI. Means for Attaining Objective

(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)

The means for attaining this SLO will include, but are not limited to, the following research-based strategies:

- Guided Reading Practice
- Small Group Instruction and Literacy Centers
- Interactive Read Alouds
- Book Clubs
- Independent Reading
- Spelling, Phonics and Language Instruction
- High Quality Student Texts

Superintendent's Signature _____ *Date* _____

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	23.0014
State Funded Course Title	Reading
Grade(s)	3

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**GPS** **ELA3R3** The student uses a variety of strategies to gain meaning from grade-level text. **ELA3R1** The student demonstrates the ability to read orally with speed, accuracy, and expression. **CCGPS** **ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **ELACC3RL2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
II. Assessment or Measure for Pre-assessment and for Post-assessment	**Measure for Pre-Assessment and Post-Assessment:** *Fountas and Pinnell (F&P)Benchmark Assessment System, a common reading inventory* administered in August 2011 as a pre-assessment *Fountas and Pinnell (F&P)Benchmark Assessment System, a common reading inventory* to be administered by April 1, 2012 as a post-assessment
III. Baseline Data *(What is shown by the current data, if available)*	Baseline data were collected from Henry County Schools' elementary reading students in grade 3. Data were gathered from three schools since common assessments are limited from school to school. *The Fountas and Pinnell (F&P) Benchmark Assessment System, a common reading inventory* has the following expectations for third grade students: The expected reading level for students entering third grade are levels M-N. The expected growth and reading levels when students exit third grade are levels O-P. This growth is aligned to the expected grade-level equivalence of the assessment.

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	Third grade growth data from the 2010-2011 pre-assessment and post-assessment data from the *Fountas and Pinnell (F&P) Benchmark Assessment System, a common reading inventory* is as follows: 42% increased one level; 25% increased two levels; and the remaining 23% increased 3-5 levels. 60% of the students who increased 3-5 levels entered below level M and did not exceed level O. **Rationale:** The purpose of the SLO is to allow our teachers to focus on reading comprehension everyday. Based on recent performance trend data from standardized tests in Henry County Schools, students' reading fluency performance skills are much better than their reading comprehension skills. This weakness in reading comprehension is especially noticeable on tests and in classroom assignments during the transitional years of fifth grade to sixth grade and eighth grade to ninth grade. As a result, the school system is making the teaching of reading comprehension a top priority for its younger children. By placing an emphasis on the teaching of reading comprehension now, the younger children of today will fare much better in this area during their upcoming transitional years. ☐ *Data attached*
IV. SLO Statement *(Describe what you want learners/ program to accomplish)* ***Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.***	From August 2011 to April 1, 2012, 100% of third grade students will improve their reading skills as measured by the *Fountas and Pinnell (F&P) Benchmark Assessment System, a common reading inventory*. Students will demonstrate progress by increasing their score levels from the pre-assessment to the post-assessment on the *F&P Benchmark Assessment System, a common reading inventory,* as follows: Level L or below will increase at least one level or more; Level M will increase at least two levels or more; and Level N or above will maintain or increase at least one level or more.
V. Mid-Year Review (NA for Pilot)	

VI. Means for Attaining Objective
(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)

The means for attaining this SLO will include, but are not limited to, the following research-based strategies:

- Guided Reading Practice
- Small Group Instruction and Literacy Centers
- Interactive Read Alouds

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- Book Clubs
- Independent Reading
- Spelling, Phonics and Language Instruction
- High Quality Student Texts

Superintendent's Signature _____ *Date* _____

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	27.0120000
State Funded Course Title	Math
Grade(s)	1

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**GPS** **M1N1.** Students will estimate, model, compare, order, and represent whole numbers up to 100. **M1N3.** Students will add and subtract numbers less than 100, as well as understand and use the inverse relationship between addition and subtraction. **M1N2.** Students will understand place value notation for the numbers 1 to 99. (Discussions may allude to 3-digit numbers to assist in understanding place value.) **M1N4.** Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams. **CCGPS** **CCGPS.1.OA.5.** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **CCGPS.1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **CCGPS.1.NBT.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **CCGPS.1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **CCGPS.1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **CCGPS.1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples

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	of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
II. Assessment or Measure for Pre-assessment and for Post-assessment	**Measure for Pre-Assessment and Post-Assessment:** The Global Strategy Stage (GloSS) and the Individual Knowledge Assessment for Numeracy (IKAN) Pre-Assessments and Post-Assessments from New Zealand. The IKAN is given first, followed by the GLoSS, and then the IKAN is given again, if students make it past the strategy questions in the GLoSS. The GLoSS is the assessment instrument teachers will use to measure student strategy development. The GloSS enables a teacher to identify the strategy stage students are operating at across all three strategy domains, also known as the global strategy stage. The global strategy stage consists of a series of strategy questions. The IKAN is used as the instrument to monitor whether or not students are progressing to the appropriate "strategy stage" development (i.e. GLoSS goals). The IKAN identifies the knowledge stages students are operating at across all five knowledge domains, also known as the global knowledge stage. The IKAN interview is for students at the counting stages of the number framework. The IKAN data reveals students' recognition and ability to sequence numbers in four different levels (up to 10, up to 20, up to 100, and up to 1000). There is a specific correlation between the IKAN data and the strategy stage for GloSS; therefore, the GloSS strategy stage is the focus of the SLO below. The strategy expectations for the end of grade 1 range from emergent (stage 0) to advanced proportional (stage 8). At the end of grade 1, students should be performing at advanced counting (stage 4).
III. Baseline Data *(What is shown by the current data, if available)*	The SLO was written using the GloSS strategy stage expectation, as well as, the GloSS and IKAN baseline data provided by several of Henry County's elementary schools. The GLoSS mathematics strategy development expectations for grade 1 are listed in the table below. End of 1st Grade Mathematics Strategy Expectations **The expected growth is for students to advance to stage 4 by the time they exit grade 1.** It is essential to move students toward grade level mastery

Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
Emergent	1 to 1 Counting	Counting All (from 1)	Counting All (from 1) Imaging	Advanced Counting	Early Additive	Advanced Additive	Advanced Multiplicative	Advanced Proportional
Em	1-1	CA	CAI	AC	EA	AA	AM	AP

At Risk — Cause for Concern — Achieving at or Above Expectations — High Achievers

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by the end of the school year. The information provided in the table above supports the SLO growth expectation written in the next section.

Baseline data were collected from the GloSS and the IKAN pre-assessments and post-assessments for the 2010-2011 school year. Data were collected from several schools.

For post-assessment data, the following chart shows the percentage of students at each stage by the end of the school year for grade 1:

First Grade Post-Assessment Data May 2011 *Percentage of students at each stage in Grade 1								
Stage 0	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Stage 6**	**Stage 7**	**Stage 8**
0%	0%	3%	28%	51%	16%	1%	1%	0%

Based on the district's data, most students advanced to stage 3 by the end of their kindergarten year. In previous years' data, most students advanced to stage 4, at least, by the end of grade 1. Please note, the overall growth in the next paragraph is tiered based on the stage where the student started.

First grade students entering at stages 0-1 advanced to stage 3 by the end of the school year 13% of the time. Students entering in stages 2-3 advanced to stage 4 by the end of the school year 68% of the time. Students entering in stage 4, grade 1 mastery level, advanced to stage 5 by the end of the school year 19% of the time.

In addition, based on the 2010-2011 pre-assessment and post-assessment data, 98% of the students advanced at least one stage; of the 98% who advanced at least one stage, 81% of these students actually advanced two stages, particularly between stages 1 and 3; and 6% of all of the students advanced from stage 4 to stage 5, achieving a stage above expectations.

The August 2011 GLoSS and IKAN pre-assessment data for Grade 1 is as follows: 2% of the students scored within stage 0; 6% of the students scored within stage 2; 50% of the students scored within stage 3; 40% of the students scored within stage 4; and 4% of the students scored within stage 5. These students will receive a posttest by April 1, 2012.

Lastly, anecdotal information was recently collected from first grade math teachers. According to 100% of the teachers interviewed, most students enter at stage 2 in Grade 1. Based on the teachers' input, it is important for students to advance at least two stages during the school year. This increase will enable the students to reach the expected grade 1 mastery level of stage 4.

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

IV. SLO Statement *(Describe what you want learners/ program to accomplish)* ****Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.***	From August 2011 to April 1, 2012, 100% of first grade students will improve their math skills as measured by the Global Strategy Stage (GloSS) and the Individual Knowledge Assessment for Numeracy (IKAN) pre-assessments and post-assessments. Students will demonstrate progress by increasing their GloSS and IKAN scores from the pre-assessment to the post-assessment as follows: Stages 0-1 to Stage 3 or higher; and Stages 2-3 to Stage 4 or higher. Students scoring at Stage 4 on the pre-assessment will maintain their scores and increase to Stage 5 or higher.
V. Mid-Year Review (NA for Pilot)	

VI. Means for Attaining Objective

(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)

In order to attain the SLO, teachers will use the following research-based strategies designed to show students how to acquire automaticity with numbers and quantity:

- Facilitating learning environments where the 8 standards for mathematical practice are evident: (1) Make sense of problems and persevere in solving them, (2) Reason abstractly and quantitatively, (3) Construct viable arguments and critique the reasoning of others, (4) Model with mathematics, (5) Use appropriate tools strategically, (6) Attend to precision, (7) Look for and make use of structure, and (8) Look for and express regularity in repeated reasoning
- Modeling different methods for computing
- Asking students regularly to calculate mentally
- Facilitating class discussions about strategies for computing (use of "Number Talks" can support this)
- Making estimation an integral part of computing in the classroom
- Questioning students about how they reason numerically
- Posing numerical problems that have more than one possible answer

Superintendent's Signature _____ *Date* _____

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	27.0130000
State Funded Course Title	Math
Grade(s)	2

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**GPS** **M2N2.** Students will build fluency with multi-digit addition and subtraction. **M2N3.** Students will understand multiplication, multiply numbers, and verify results. **M2N4.** Students will understand and compare fractions. **M2N5.** Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs (=, >, <, ≠). **CCGPS** **CCGPS.2.OA.1.** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **CCGPS.2.OA.2.** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers (using appropriate, efficient strategies). **CCGPS.2.NBT.3.** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **CCGPS.2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **CCGPS.2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations. **CCGPS.2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. **CCGPS.2.NBT.8.** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **CCGPS.2.NBT.9.** Explain why addition and subtraction strategies work, using place value and the properties of operations.

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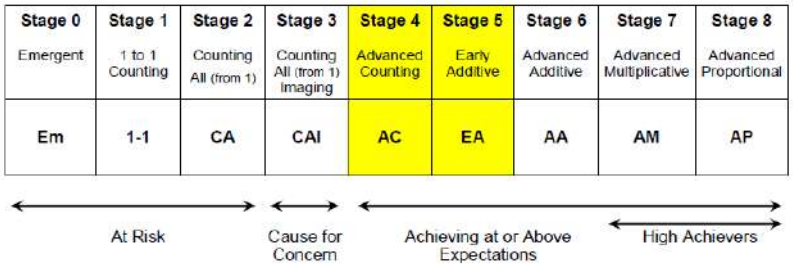
II. Assessment or Measure for Pre-assessment and for Post-assessment	**Measure for Pre-Assessment and Post-Assessment:** The Global Strategy Stage (GloSS) and the Individual Knowledge Assessment for Numeracy (IKAN) Pre-Assessments and Post-Assessments from New Zealand. The IKAN is given first, followed by the GLoSS, and then the IKAN is given again, if students make it past the strategy questions in the GLoSS. The GLoSS is the assessment instrument teachers will use to measure student strategy development. The GloSS enables a teacher to identify the strategy stage students are operating at across all three strategy domains, also known as the global strategy stage. The global strategy stage consists of a series of strategy questions. The IKAN is used as the instrument to monitor whether or not students are progressing to the appropriate "strategy stage" development (i.e. GLoSS goals). The IKAN identifies the knowledge stages students are operating at across all five knowledge domains, also known as the global knowledge stage. The IKAN interview is for students at the counting stages of the number framework. The IKAN data reveals students' recognition and ability to sequence numbers in four different levels (up to 10, up to 20, up to 100, and up to 1000). There is a specific correlation between the IKAN data and the strategy stage for GloSS; therefore, the GloSS strategy stage is the focus of the SLO below. The strategy expectations for the end of grade 2 range from emergent (stage 0) to advanced proportional (stage 8). At the end of grade 2, students should be performing at advanced counting (stage 4) or at early additive (stage 5).
III. Baseline Data *(What is shown by the current data, if available)*	The SLO was written using the GloSS strategy stage expectation, as well as, the GloSS and IKAN baseline data provided by several of Henry County's elementary schools. The GLoSS mathematics strategy development expectations for grade 2 are listed in the table below. End of 2nd Grade Mathematics Strategy Expectations  **The expected growth is for students to advance to stage 5 by the time they exit grade 2.** It is essential to move students toward grade level mastery by the end of the school year. The information provided in the table above supports the SLO growth expectation written in the next section.

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Baseline data were collected from the GloSS and the IKAN pre-assessments and post-assessments for the 2010-2011 school year. Data were collected from several schools.

For post-assessment data, the following chart shows the percentage of students at each stage by the end of the school year for grade 2:

Second Grade Post-Assessment Data May 2011 *percentage of students at each stage in Grade 2								
Stage 0	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Stage 6**	**Stage 7**	**Stage 8**
0%	0%	0%	0%	55%	43%	1%	0%	0%

Based on the district's data, most students advanced to stage 3 by the end of their kindergarten year and to stage 4 by the end of their first grade year. In previous years' data, most students advanced to stage 5, at least, by the end of grade 2. Please note, the overall growth in the next paragraph is tiered based on the stage where the student started.

Second grade students entering at stages 0-2 advanced to stage 4 by the end of the school year 14% of the time. Students entering in stage 3 advanced to stage 4 by the end of the school year 27% of the time. Students entering in stage 4, advanced to stage 5 by the end of the school year 59% of the time.

In addition, based on the 2010-2011 pre-assessment and post-assessment data, 98% of the students advanced at least one stage; of the 98% who advanced at least one stage, 81% of these students actually advanced two stages, particularly between stages 2 and 3; and 6% of all of the students advanced from stage 5 to stage 6, achieving a stage above expectation.

The August 2011 GLoSS and IKAN pre-assessment data for Grade 2 is as follows: 0% of the students scored within stage 0; 0% of the students scored within stage 2; 43% of the students scored within stage 3; 31% of the students scored within stage 4; and 16% of the students scored within stage 5. These students will receive a posttest by April 1, 2012.

Lastly, anecdotal information was recently collected from second grade math teachers. According to 100% of the teachers interviewed, most students entered at stage 3 in Grade 2. Based on the teachers' input, it is important for students to advance at least one stage during the school year.

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

IV. SLO Statement *(Describe what you want learners/ program to accomplish)* ****Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.***	From August 2011 to April 1, 2012, 100% of second grade students will improve their math skills as measured by the Global Strategy Stage (GloSS) and the Individual Knowledge Assessment for Numeracy (IKAN) pre-assessments and post-assessments. Students will demonstrate progress by increasing their GloSS and IKAN scores from the pre-assessment to the post-assessment as follows: Stages 0-3 to Stage 4 or higher; and Stages 3-4 to Stage 5 or higher. Students scoring at Stage 5 on the pre-assessment will maintain their scores and increase to Stage 6 or higher.
V. Mid-Year Review (NA for Pilot)	

VI. Means for Attaining Objective

(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)

In order to attain the SLO, teachers will use the following research-based strategies designed to show students how to acquire automaticity with numbers and quantity:

- Facilitating learning environments where the 8 standards for mathematical practice are evident: (1) Make sense of problems and persevere in solving them, (2) Reason abstractly and quantitatively, (3) Construct viable arguments and critique the reasoning of others, (4) Model with mathematics, (5) Use appropriate tools strategically, (6) Attend to precision, (7) Look for and make use of structure, and (8) Look for and express regularity in repeated reasoning
- Modeling different methods for computing
- Asking students regularly to calculate mentally
- Facilitating class discussions about strategies for computing (use of "Number Talks" can support this)
- Making estimation an integral part of computing in the classroom
- Questioning students about how they reason numerically
- Posing numerical problems that have more than one possible answer

Superintendent's Signature _____ *Date* _____

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Georgia Department of Education
District Student Learning Objective (SLO) Form *REQUIRED*

District Name	Henry County Schools
State Funded Number	27.0140000
State Funded Course Title	Math
Grade(s)	3

Directions: *This form is a tool to assist districts in setting a student learning objective that results in measurable learner progress. Districts must complete Sections I-V. A separate District SLO form should be completed for each SLO.*

Initial District SLO Submission to Georgia Department of Education – December 1, 2011

I. Aligned Standards *(GPS, CCGPS, district/national content standards)*	**GPS** **M3N1.** Students will further develop their understanding of whole numbers and decimals and ways of representing them. **M3N3.** Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving. **M3N4.** Students will understand the meaning of division and develop the ability to apply it in problem solving. **M3N5.** Students will understand the meaning of decimal fractions and common fractions in simple cases and apply them in problem-solving situations. **CCGPS** **CCGPS.2.MD.6.** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, 3, etc., and represent whole-number sums and differences within 100 on a number line diagram. **CCGPS.3.OA.5.** Apply properties of operations as strategies to multiply and divide. **CCGPS.3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MCC3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MCC3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MCC3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. **MCC3.NF.1** Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.

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	MCC3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. **MCC3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
II. Assessment or Measure for Pre-assessment and for Post-assessment	**Measure for Pre-Assessment and Post-Assessment:** The Global Strategy Stage (GloSS) and the Individual Knowledge Assessment for Numeracy (IKAN) Pre-Assessments and Post-Assessments from New Zealand. The IKAN is given first, followed by the GLoSS, and then the IKAN is given again, if students make it past the strategy questions in the GLoSS. The GLoSS is the assessment instrument teachers will use to measure student strategy development. The GloSS enables a teacher to identify the strategy stage students are operating at across all three strategy domains, also known as the global strategy stage. The global strategy stage consists of a series of strategy questions. The IKAN is used as the instrument to monitor whether or not students are progressing to the appropriate "strategy stage" development (i.e. GLoSS goals). The IKAN identifies the knowledge stages students are operating at across all five knowledge domains, also known as the global knowledge stage. The IKAN interview is for students at the counting stages of the number framework. The IKAN data reveals students' recognition and ability to sequence numbers in four different levels (up to 10, up to 20, up to 100, and up to 1000). There is a specific correlation between the IKAN data and the strategy stage for GloSS; therefore, the GloSS strategy stage is the focus of the SLO below. The strategy expectations for the end of grade 3 range from emergent (stage 0) to advanced proportional (stage 8). At the end of grade 3, students should be performing at early additive (stage 5).
III. Baseline Data *(What is shown by the current data, if available)*	The SLO was written using the GloSS strategy stage expectation, as well as, the GloSS and IKAN baseline data provided by several of Henry County's elementary schools. The GLoSS mathematics strategy development expectations for grade 3 are listed in the table below. End of 3rd Grade Mathematics Strategy Expectations **Stage 0** Emergent — **Em** **Stage 1** 1 to 1 Counting — **1-1** **Stage 2** Counting All (from 1) — **CA** **Stage 3** Counting All (from 1) Imaging — **CAI** **Stage 4** Advanced Counting — **AC** **Stage 5** Early Additive — **EA** **Stage 6** Advanced Additive — **AA** **Stage 7** Advanced Multiplicative — **AM** **Stage 8** Advanced Proportional — **AP** At Risk · Cause for Concern · Achieving at or Above Expectations · High Achievers

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The expected growth is for students to advance to stage 5 or stage 6 by the time they exit grade 3. It is essential to move students toward grade level mastery by the end of the school year. The information provided in the table above supports the SLO growth expectation written in the next section.

For post-assessment data, the following chart shows the percentage of students at each stage by the end of the school year for grade 3:

Third Grade Post-Assessment Data May 2011 *percentage of students at each stage in Grade 3								
Stage 0	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**	**Stage 6**	**Stage 7**	**Stage 8**
0%	0%	0%	1%	56%	35%	1%	0%	0%

Based on the district's data, most students advanced to stage 3 by the end of their kindergarten year and to stage 4 by the end of their first grade year. In previous years' data, most students advanced to stage 4, at least, by the end of grade 2. Please note, the overall growth in the next paragraph is tiered based on the stage where the student started.

Third grade students entering at stages 0-1 advanced to stage 3 by the end of the school year 13% of the time. Students entering in stages 2-3 advanced to stage 4 by the end of the school year 68% of the time. Students entering in stage 4, advanced to stage 5 by the end of the school year 19% of the time.

In addition, based on the 2010-2011 pre-assessment and post-assessment data, 76% of the students advanced at least one stage; of the 98% who advanced at least one stage, 68% of these students actually advanced two stages, particularly between stages 1 and 3; and 26% of all of the students advanced from stage 4 to stage 5, achieving a stage above expectations.

The August 2011 GLoSS and IKAN pre-assessment data for Grade 3 is as follows: 0% of the students scored within stage 0; 6% of the students scored within stage 2; 8% of the students scored within stage 3; 24% of the students scored within stage 4; 54% of the students scored within stage 5 and 8% of the students scored within stage 6. These students will receive a posttest by April 1, 2012.

Lastly, anecdotal information was recently collected from third grade math teachers. According to 100% of the teachers interviewed, most students entered at stage 4 in Grade 3. Based on the teachers' input, it is important for students to advance at least one stage during the school

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	year.
IV. SLO Statement *(Describe what you want learners/ program to accomplish)* ****Use the Student Learning Objective Setting Rubric on p. 2 to evaluate objective.***	From August 2011 to April 1, 2012, 100% of third grade students will improve their math skills as measured by the Global Strategy Stage (GloSS) and the Individual Knowledge Assessment for Numeracy (IKAN) pre-assessments and post-assessments. Students will demonstrate progress by increasing their GloSS and IKAN scores from the pre-assessment to the post-assessment as follows: Stages 0-1 to Stage 3 or higher; and Stages 2-3 to Stage 4 or higher. Students scoring at Stage 5 on the pre-assessment will maintain their scores and increase to Stage 6 or higher.
V. Mid-Year Review (NA for Pilot)	

VI. Means for Attaining Objective

(Strategies used to accomplish the objective. This is optional for districts. Districts may want to suggest research-based strategies that will help teachers reach their targets.)

In order to attain the SLO, teachers will use the following research-based strategies designed to show students how to acquire automaticity with numbers and quantity:

- Facilitating learning environments where the 8 standards for mathematical practice are evident: (1) Make sense of problems and persevere in solving them, (2) Reason abstractly and quantitatively, (3) Construct viable arguments and critique the reasoning of others, (4) Model with mathematics, (5) Use appropriate tools strategically, (6) Attend to precision, (7) Look for and make use of structure, and (8) Look for and express regularity in repeated reasoning
- Modeling different methods for computing
- Asking students regularly to calculate mentally
- Facilitating class discussions about strategies for computing (Use of "Number Talks" can support this strategy.)
- Making estimation an integral part of computing in the classroom
- Questioning students about how they reason numerically
- Posing numerical problems that have more than one possible answer

Superintendent's Signature _____ *Date* _____

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