

Student Learning Target

Grade: 11 th - 12 th (Counselor SLT)	Subject: AP	Interval of Instruction: Full Academic Year
1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS? <ul style="list-style-type: none"> • What content will I prioritize? <ul style="list-style-type: none"> ○ What standards are most tied to success? ○ What prior knowledge will they need to be successful? • What assessment will provide the best evidence of my students' mastery of the priority content at the end of the year? <ul style="list-style-type: none"> ○ Will this assessment method enable me to determine how students are progressing throughout the year? 		
Priority Content: Advanced Placement (AP [®]), a rigorous, college-prep series of courses provides students with an opportunity to confirm mastery of content and potentially earn college credit while completing TOPS aligned graduation requirements. Research indicates that students who take AP [®] courses and exams are more successful in college. Expanding AP [®] opportunities aligns with the ASCA Mindsets & Behaviors for Student Success , specifically Mindset Standards 4 and 5, Behavior Standard/Learning Strategies 3, 6, and 8, and Behavior Standard/Self-Management Skills 5.		
End-of-Year Assessment Method and Name: Using " Appropriate Grade Levels for AP Courses " and each identified student's Individual Graduation Plan , I will support student participation in AP [®] classes available at my school or through Supplemental Course Academy (SCA). Those students who choose to enroll in AP [®] courses will take at least one AP [®] assessment during the 2015 testing window and score a 3 or better on the assessment. AP [®] Assessment Score Report		

2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW? <ul style="list-style-type: none"> • What knowledge/skills are related to success with this year's priority content? • What data sources and background information are available? • What diagnostic assessment resources are available? • What can I conclude about students' mastery of prior knowledge and skills? • Based on the data, what can I conclude about students' readiness?
<p>During 2013-2014 school year, my high school offered AP[®] English Language and Composition via an online provider. My school's AP Potential Report indicated that 47.3% have potential to score 3 or better on an AP[®] exam. During college and career planning sessions with parents and students, we will discuss the benefits of taking an AP[®] course.</p> <p>The focus of this SLT is the 18 students in grade 11 and 12 who enroll in either or both of the AP[®] courses offered at my high school: AP[®] English Language and Composition and AP[®] Human Geography.</p>

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3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?

- Have I set learning targets for all of my students?
- Which subgroups in my school population need additional support to achieve success?
- Which students will need additional support to achieve success?

While all students receive information about AP® courses during college and career planning sessions, those students identified using the [AP® Potential Report](#) are the target population for participation in the school's AP® courses. 18 students enrolled in either or both of the AP® courses.

AP® Potential Report					
School Name	50% Probability 3 or Greater Score	75% Probability of 3 or Greater Score	50% Probability of 4 or Greater Score	Total Number of Students with AP Potential	Number of Students Evaluated
My High School	12	9	7	27	57

STUDENT LEVEL HISTORICAL DATA					
AP® Course Participation					
Student	Grade	AP Course 1	AP Course 2	ACT Composite Score	Prior AP® Success
1	12	Human Geo		24	2
2	12	Human Geo		23	2
3	12	Human Geo		23	1
4	12	Human Geo		24	2
5	12	Human Geo		27.5	3
6	12	Human Geo		29	4
7	12	Human Geo		23.5	2
8	12	Human Geo		25	2
9	11	Eng Comp	Human Geo	25-30	NA
10	11	Eng Comp		21-26	NA
11	11	Eng Comp		18-24	NA
12	11	Eng Comp		16-21	NA
13	11	Eng Comp		18-24	NA
14	11	Eng Comp	Human Geo	21-26	NA
15	11	Eng Comp		18-24	NA
16	11	Eng Comp	Human Geo	18-24	NA
17	11	Eng Comp	Human Geo	21-26	NA
18	11	Eng Comp	Human Geo	21-26	NA

In 2013, 43.2% of students in Louisiana who took the Human Geography AP exam scored a 3 or higher. In English Composition, 39% scored a 3 or higher. I used this information and the past performance of these students and our school to set my target.

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STUDENT LEARNING TARGET:

- What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve?

11th and 12th grade students (18) enrolled in AP[®] English Composition and/or Human Geography (23 testing units) will take the assessment and 40% (9) of scores earned will be a 3 or higher.

SCORING PLAN:

- How will you measure your students' success?
- Based on students' baseline data, what is the minimum level of performance I expect from the identified students?
- Based on students' baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance?

Insufficient Attainment of Target (1 point): The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	Partial Attainment of Target (2 points): The teacher has demonstrated some impact on student learning, but did not meet the target.	Full Attainment of Target (3 points): The teacher has demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points): The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: <29% of identified students meet their academic goal.	Achievement range: 30-39% of identified students meet their academic goal.	Achievement range: 40-45% of identified students meet their academic goal.	Achievement range: >45% of identified students meet their academic goal.

4. HOW WILL I MONITOR PROGRESS?

- When will I monitor students' developing mastery of the priority content?
- What [curricular resources](#) and [assessment methods](#) will I use to determine students' mastery of the priority content on an on-going basis?
- Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

Ongoing

Prior to participation, I will meet with identified students and their parents, describing the benefits of a rigorous curriculum and outlining the supports available. The student and I will develop an [action plan](#) to assist the student to achieve a 3 or better on AP[®] assessment. Bi-weekly, I will monitor student progress, consult with student's AP[®] teachers and meet with student to provide support as needed or requested. Prior to each grading period, the student and I will meet to review the action plan and make any adjustments. At least once during each grading period, I will talk with student's parent/guardian. Each grading period, I will consult with the students' parents/guardians.

Checkpoint 1 1 st Nine Weeks Progress in AP [®] coursework Achievement of Action Plan goals	Checkpoint 2 2 nd Nine Weeks Progress in AP [®] coursework Achievement of Action Plan goals	Checkpoint 3 3 rd Nine Weeks Progress in AP [®] coursework Achievement of Action Plan goals
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