

Predictive Reporting

June 2014



Student Learning Objectives

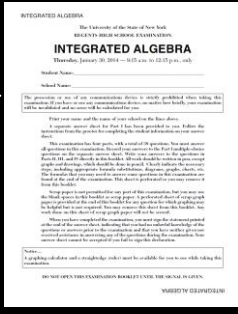
New York State Student Learning Objective Template

All SLOs MUST include the following basic components:

| Population | These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (All class rosters of all students must be provided for all included course sections.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|--|------------|-----------|-------|-------|------------|----|------------|-------|-------|-------------|-------|-------------|-------|-------|-------|-------|------|-----|----|---|---|---|---|---|---|---|---|---|---|-----|-------|-------|-------|-------|-------|-------|----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|-----|---|
| Target(s) | What is the expected outcome (target) of student level of knowledge of the learning content at the end of the instructional period? Based on the Nassau BOCES "SLO Longitudinal Report," 80% of all students will meet or exceed their predicted target on the (English) Regents. Enter the Target Percent aligned to the district HEDI Anchor Point for Effective such as 80% may be aligned to 13 HEDI points. Summative Regents Exam | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HEDI Scoring | How will evaluators determine what range of student performance "meets" the goal (effective) versus "well below" (ineffective), "below" (developing) and "well-above" (highly effective)? <table border="1"> <thead> <tr> <th rowspan="2">WELL-BELOW</th> <th colspan="5">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th rowspan="2">INEFFECTIVE</th> </tr> <tr> <th>16</th> <th>15</th> <th>14</th> <th>13</th> <th>12</th> <th>11</th> <th>10</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>95-99</td> <td>91-94</td> <td>88-90</td> <td>85-87</td> <td>83-84</td> <td>81-82</td> <td>80</td> <td>78-79</td> <td>71-75</td> <td>66-70</td> <td>60-65</td> <td>53-57</td> <td>46-52</td> <td>38-45</td> <td>30-37</td> <td>21-29</td> <td>14-22</td> <td>8-15</td> <td>1-4</td> <td>0</td> </tr> </tbody> </table> | WELL-BELOW | EFFECTIVE | | | | | DEVELOPING | | | | | INEFFECTIVE | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 100 | 95-99 | 91-94 | 88-90 | 85-87 | 83-84 | 81-82 | 80 | 78-79 | 71-75 | 66-70 | 60-65 | 53-57 | 46-52 | 38-45 | 30-37 | 21-29 | 14-22 | 8-15 | 1-4 | 0 |
| WELL-BELOW | EFFECTIVE | | | | | DEVELOPING | | | | | INEFFECTIVE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | | 6 | 5 | 4 | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 100 | 95-99 | 91-94 | 88-90 | 85-87 | 83-84 | 81-82 | 80 | 78-79 | 71-75 | 66-70 | 60-65 | 53-57 | 46-52 | 38-45 | 30-37 | 21-29 | 14-22 | 8-15 | 1-4 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rationale | Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Student Learning Objectives

predict student success rates



Score Projection Report (class/section)

| Student | Past Test Scores | | Projection | Final Score | Goal Met (Y/N) |
|-----------|-----------------------------|-----------------------------|------------------------------|------------------------------|----------------|
| | 2012 Math 7 (500-800) | 2013 Math 8 (119-403) | 2014 Algebra I (0-100) | 2014 Algebra I (0-100) | |
| student01 | 94 | 89 | 92 | | |
| student02 | 81 | 92 | 88 | | |
| student03 | 65 | 76 | 71 | | |
| student04 | 91 | 85 | 88 | | |
| student05 | 95 | 90 | 91 | | |
| student06 | 100 | 99 | 95 | | |
| student07 | 93 | 83 | 89 | | |
| student08 | 58 | 61 | 63 | | |
| student09 | 90 | 95 | 91 | | |
| student10 | 71 | 55 | 61 | | |
| student11 | 85 | 79 | 82 | | |
| student12 | 99 | 99 | 95 | | |
| student13 | 82 | 75 | 77 | | |
| student14 | 85 | 81 | 83 | | |
| student15 | 91 | 94 | 94 | | |
| student16 | 98 | 99 | 95 | | |

Score Projection Report (class/section)

| Student | Past Test Scores | | Projection | Final Score | 14/16=88% | Goal Met (Y/N) |
|-----------|-----------------------------|-----------------------------|------------------------------|------------------------------|-----------|----------------|
| | 2012 Math 7 (500-800) | 2013 Math 8 (119-403) | 2014 Algebra I (0-100) | 2014 Algebra I (0-100) | | |
| student01 | 94 | 89 | 92 | 94 | | Yes |
| student02 | 81 | 92 | 88 | 88 | | Yes |
| student03 | 65 | 76 | 71 | 79 | | Yes |
| student04 | 91 | 85 | 88 | 88 | | Yes |
| student05 | 95 | 90 | 91 | 94 | | Yes |
| student06 | 100 | 99 | 95 | 96 | | Yes |
| student07 | 93 | 83 | 89 | 88 | | No |
| student08 | 58 | 61 | 63 | 82 | | Yes |
| student09 | 90 | 95 | 91 | 94 | | Yes |
| student10 | 71 | 55 | 61 | 54 | | No |
| student11 | 85 | 79 | 82 | 86 | | Yes |
| student12 | 99 | 99 | 95 | 99 | | Yes |
| student13 | 82 | 75 | 77 | 81 | | Yes |
| student14 | 85 | 81 | 83 | 85 | | Yes |
| student15 | 91 | 94 | 94 | 94 | | Yes |
| student16 | 98 | 99 | 95 | 99 | | Yes |

| Target(s) | <p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <p>Based on the Nassau BOCES "SLD Longitudinal Report," 80% of all students will meet or exceed their predicted target on the (English) Regents.</p> <p>Enter the Target Percent aligned to the district HEDI anchor point for Effective such as 80% may be aligned to 13 HEDI points. Substantive Regents Exam</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|--|-----|------------------|----|-----------|-------|-----------|-------|-------|------------|-------|------------|-------|-------|-------------|------|-------------|---|--|--|--|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|-----|-------|----|-------|----|-------|-------|----|-------|-------|-------|-------|-------|-------|-------|-------|------|-----|---|
| HEDI Scoring | <p>How will evaluators determine what range of student performance "meets" the goal (Effective) versus "well below" (Ineffective), "below" (Developing), and "well-above" (Highly effective)?</p> <table border="1"> <thead> <tr> <th rowspan="2">100</th> <th colspan="4">HIGHLY EFFECTIVE</th> <th colspan="5">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="5">INEFFECTIVE</th> </tr> <tr> <th>17</th> <th>16</th> <th>15</th> <th>14</th> <th>13</th> <th>12</th> <th>11</th> <th>10</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>91-99</td> <td>81</td> <td>85-90</td> <td>87</td> <td>83-84</td> <td>81-82</td> <td>80</td> <td>76-79</td> <td>61-75</td> <td>46-72</td> <td>33-59</td> <td>18-40</td> <td>10-31</td> <td>23-29</td> <td>16-22</td> <td>9-13</td> <td>1-8</td> <td>0</td> </tr> </tbody> </table> | 100 | HIGHLY EFFECTIVE | | | | EFFECTIVE | | | | | DEVELOPING | | | | | INEFFECTIVE | | | | | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 100 | 91-99 | 81 | 85-90 | 87 | 83-84 | 81-82 | 80 | 76-79 | 61-75 | 46-72 | 33-59 | 18-40 | 10-31 | 23-29 | 16-22 | 9-13 | 1-8 | 0 |
| 100 | HIGHLY EFFECTIVE | | | | EFFECTIVE | | | | | DEVELOPING | | | | | INEFFECTIVE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 100 | 91-99 | 81 | 85-90 | 87 | 83-84 | 81-82 | 80 | 76-79 | 61-75 | 46-72 | 33-59 | 18-40 | 10-31 | 23-29 | 16-22 | 9-13 | 1-8 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rationale | <p>Describe the reasons behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and placement in subsequent grades/courses, as well as college and career readiness.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

How can our district gain access to this tool



Available as a separate service for

\$150 per bldg.

All students in district

| Student | Algebra | Global | Earth Science | Geom | Living Env | English | Chem | US History | Alg 2 | Physics |
|-----------|---------|--------|---------------|------|------------|---------|------|------------|-------|---------|
| student01 | 84 | | 92 | | | | | | | |
| student02 | | | 88 | 95 | | | | | | |
| student03 | 77 | | 71 | | | | | | | |
| student04 | 91 | | 85 | | | | | | | |
| student05 | | 71 | | 88 | 79 | | | | | |
| student06 | | 95 | | 71 | 93 | | | | | |
| student07 | | 83 | | | 77 | | | | | |
| student08 | | 61 | | 76 | 82 | | | | | |
| student09 | | | | | | 79 | | 55 | | |
| student10 | | | | | | 86 | 92 | 93 | 81 | |
| student11 | | | | | | 71 | | 81 | | |
| student12 | | | | | | 93 | 88 | 89 | 88 | |
| student13 | | | | | | | | | | 83 |
| student14 | | | | | | 66 | | 71 | | |
| student15 | | | | | | | | | | 75 |
| student16 | | | | | | | | | 79 | |

Class/section (ELA)

| Regents Predictive SLO Report by Course Section | | | | | | | | | | | | |
|---|---------|-------------------------------|--------------|---------|----------------|-----|-----------|---------------------------------------|---------|-----------------------------------|---------|--|
| District Name: | | Location Name: | | | | | | | | | | |
| Staff: | | Assessment: Regents ELA - Jun | | | | | | | | | | |
| Course | Section | Student ID | Student Name | Poverty | Challenge Type | LEP | SLO Score | Assessment - Score 1 | Score 1 | Assessment - Score 2 | Score 2 | |
| 1034 | 7 | 000000568 | | 0 | 0 | 0 | 79 | Regents Living Environment - Jun 2012 | 87 | Regents Global History - Jun 2013 | 80 | |
| | | 000000566 | | 0 | 0 | 0 | 72 | Regents Living Environment - Jun 2012 | 79 | Regents Global History - Jun 2013 | 67 | |
| | | 000000569 | | 0 | 0 | 0 | 75 | Regents Living Environment - Jun 2012 | 84 | Regents Global History - Jun 2013 | 71 | |
| | | 000000570 | | 1 | 0 | 0 | 75 | Regents Living Environment - Jun 2012 | 84 | Regents Global History - Jun 2013 | 80 | |
| | | 000056176 | | 0 | 0 | 0 | 81 | Regents Living Environment - Jun 2012 | 82 | Regents Global History - Jun 2013 | 91 | |
| | | 000000575 | | 0 | 0 | 0 | 87 | Regents Living Environment - Jun 2012 | 95 | Regents Global History - Jun 2013 | 94 | |
| | | 000000657 | | 0 | 0 | 0 | 74 | Regents Living Environment - Jun 2012 | 81 | Regents Global History - Jun 2013 | 72 | |
| | | 000000591 | | 0 | 0 | 0 | 87 | Regents Living Environment - Jun 2012 | 94 | Regents Global History - Jun 2013 | 96 | |

| | | | |
|--------------------------------|--|--------------------------------------|-------------------------------------|
| Integrated Algebra | Math 7 Math 8 | Math 6 Math 7 | Math 8 Earth Science |
| Geometry | Math 8 Integrated Algebra | Math 7 Integrated Algebra | |
| Algebra II/Trigonometry | Integrated Algebra Geometry | | |
| ELA | Earth Science Global History | Living Environment Global History | |
| Global History | Living Environment Integrated Algebra | Living Environment Geometry | Earth Science Integrated Algebra |
| US History | Earth Science Global History | Living Environment Global History | |
| Earth Science | Math 8 Science 8 | Science 8 Living Environment | Math 6 Math 7 |
| Living Environment | Science 8 Earth Science | Science 8 ELA 8 | |
| Chemistry | Earth Science Living Environment | Living Environment Earth Science | |
| Physics | Algebra II/Trig Chemistry | Chemistry Algebra II/Trig | |

Global History has a 4th option: Earth Science & Geometry

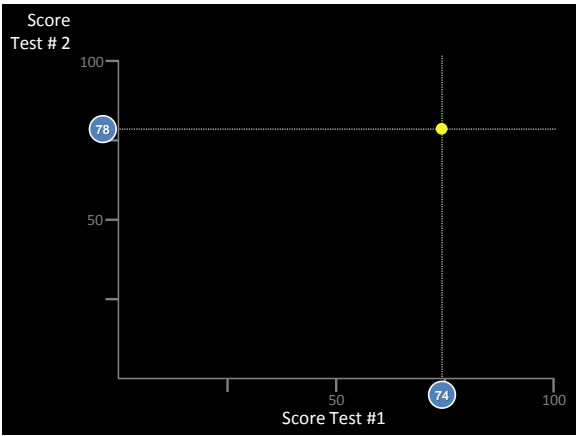
Must have loaded
staff/student/course
 in order to get the
Class/Section Report

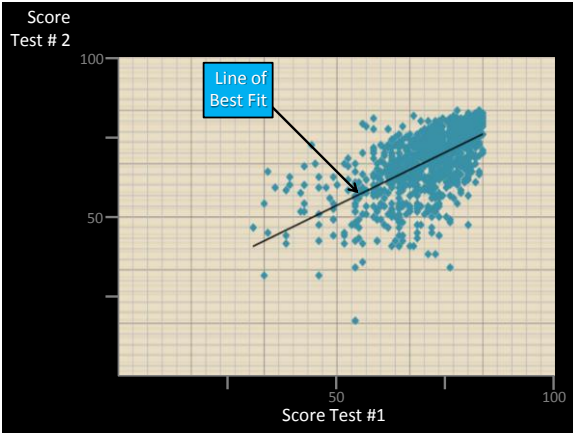
Data Extract Format

| Field Name | Field Type |
|--------------------|-------------------------|
| School Year | YYYY-DD-MM (2015-06-30) |
| District_Code | NY1406000 |
| Student_ID (Local) | 900000001 |
| State Course Code | 01800 |
| Local Course Code | 5700 |
| Local Section Code | 001 |
| Teach ID | 007000001 |
| Course Location_ID | 0001 |

How are SLO goal predictions developed







Multiple Regression

involves the use of **more** than one factor to make a projection.

