

Student Learning Target

Grade: 11 th - 12 th (Counselor SLT)	Subject: AP	Interval of Instruction: Full Academic Year
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1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?

- What [content](#) will I prioritize?
 - 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?
 - 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?

- 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?

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.

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.

Louisiana Believes

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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