

NEW YORK STATE EDUCATION DEPARTMENT



GUIDANCE ON THE NEW YORK STATE DISTRICT- WIDE GROWTH GOAL-SETTING PROCESS: *STUDENT LEARNING OBJECTIVES*

Revised March 2012

(with changes from enactment of Chapter 21 of the Laws of 2012)

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Note: This Student Learning Objectives (SLO) guidance document applies to both Districts and BOCES. This document provides Districts with guidance as they implement SLOs as the State-determined District-wide goal-setting process for teachers of subjects where there is no State-provided measure of student growth. While SLOs are also an option as a locally-selected measure, this guidance (except as otherwise noted) applies to SLOs as comparable growth measures. *Nothing herein is meant to abrogate any collective bargaining rights provided under an applicable law, existing collective bargaining agreement, or judicial ruling.*

SECTION ONE: BACKGROUND AND BASICS

BACKGROUND

The New York State Board of Regents has committed to the transformation of the preparation, support and evaluation of all teachers and school leaders in New York State, and the New York State Legislature has enacted historic legislation (Education Law §3012-c) that fundamentally changes the way teachers and principals are evaluated.

Under the new law, New York State will differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c(2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or principal effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated professional development).

The law specifies that student achievement will comprise 40% of teacher and principal evaluations. The 40% of teacher and principal evaluations connected to student achievement is broken down into two subcomponents:

- In 2011-2012, classroom teachers in ELA and mathematics in grades 4-8 only and school principals in buildings in which these teachers are employed: 20% on student growth on State assessments or comparable measures, and 20% on other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.
- In 2012-2013 and subsequent years before Regents approval of a “value-added” model for any grade and subject for all teachers and principals: 20% on student growth on State assessments or comparable measures, and 20% on other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.
- Subsequent years for teachers or principals with any grade/subject in which the Board of Regents have approved a value-added model: 25% on student growth on State assessments or comparable measures, and 15% other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.

For teachers where there is no State-provided measure of student growth, “comparable measures” are the State-determined District-wide growth goal-setting process. Student Learning Objectives (SLOs) are the State-determined process. For any grade/subject that culminates in a State assessment, Districts *must* use the State-determined growth goal-setting process (SLOs) with:

- **State assessment if one exists (or Regent equivalents).**

For 6-8 science and social studies, Districts must use the State-determined growth goal-setting process (SLOs) with any of the following three options/assessments:

(1) State assessment if one exists (or Regent equivalents);

If none exist:

(2) District-determined assessment from list of State-approved 3rd party assessments and Regents equivalents; or

(3) District, regional or BOCES developed assessments, provided the District or BOCES verifies comparability and rigor.

For all other grades/subjects that do not have a State assessment: Districts *must* use the State-determined growth goal-setting process (SLOs) with any of the following three options/assessments:

(1) List of State-approved 3rd party assessments;

(2) District, regional, or BOCES-developed assessments, provided the District or BOCES verifies comparability and rigor;

(3) School-or BOCES-wide, group, or team results based on State assessments.

WHAT IS A STUDENT LEARNING OBJECTIVE?

A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or, semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and District priorities. Teachers' scores are based upon the degree to which their goals were attained.

New York State Student Learning Objectives (SLOs) **must** include the following Basic Elements:

- **Student Population:** which students are being addressed?
 - Each SLO will address all students in the teacher's course (or across multiple course sections) who take the same final assessment.
- **Learning Content:** what is being taught? CCSS/national/State standards? Will specific standards be focused on in this goal or all standards applicable to the course?
- **Interval of Instructional Time:** what is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
- **Evidence:** what assessment(s) or student work product(s) will be used to measure this goal?
- **Baseline:** what is the starting level of learning for students in the class?
- **Target and HEDI Criteria:** what is the expected outcome (target) by the end of the instructional period?
- **HEDI Criteria:** how will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below", (ineffective), "below" (developing), and "well-above" (highly effective). These ranges translate into HEDI categories to determine teachers' final rating for the growth

subcomponent of evaluations. Districts must set their expectations for the HEDI ratings and scoring: HEDI criteria can be determined at the time of target-setting or Districts can choose to let principal judgment apply.

- **Rationale:** why choose this learning content, evidence and target?

Example of an SLO that Includes all of the Basic Elements:

Population	Spanish II Class; all 30 students			
Learning Content	New York State Learning Standards for Languages Other Than English (LOTE)			
Interval	SY 2012-13 (1 year)			
Evidence	1. Spanish I summative assessment results from students in 2011-12. 2. District-wide pre-assessment administered at the beginning of the school year. 3. District-wide summative assessment administered at the end of the school year.			
Baseline	1. All students had 2011-12 Spanish I results that demonstrated scores of proficient or higher in all basic vocabulary and grammar. 2. Scores ranged from 6% - 43% on the Spanish II District-wide diagnostic assessment.			
Target(s) and HEDI Scoring	1. 80% of students will demonstrate mastery of at least 75% of the Spanish II performance indicators, as measured by the district's summative assessment in May 2012.			
	Highly Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
	86-100% of students demonstrate mastery of 75% of the Spanish II performance indicators.	78% -85% of students demonstrate mastery of 75% of the Spanish II performance indicators.	66% - 77% of students demonstrate mastery of 75% of the Spanish II performance indicators.	65% or less of students demonstrate mastery of 75% of the Spanish II performance indicators.
Rationale	Previous work in Spanish I focused on working with basic vocabulary and grammar, and building preliminary oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the Spanish curriculum. Spanish II requires students build on their learning from Spanish I in order to acquire mastery in these areas and to be prepared for Spanish III. Since all students completed Spanish I having achieved basic proficiency levels, I am confident they will achieve 80% mastery or above on at least 75% of the Spanish II materials.			

WHAT ARE THE BENEFITS OF THE STUDENT LEARNING OBJECTIVE PROCESS AND WHAT IS THE PURPOSE?

Setting SLOs encourage educators to focus and align instruction with District and school priorities, goals, and academic improvement plans. There is evidence that setting rigorous and ambitious learning goals, combined with the purposeful use of data through both formal (interim) and informal (formative) assessments, leads to higher academic performance by students.

Additionally, when learning objectives are set as a grade/team, the process can help determine, and bring greater focus to, particular areas of need and allow for targeted, differentiated professional development to support ongoing success for the overall grade/team.

Many educators use a student goal-setting process as an integral part of their practice, and while Districts and States across the country have adopted similar goal-setting approaches, New York State's SLO process is tailored to the specific requirements of our teacher and principal evaluation system. We expect our approach will have significant instructional benefit by encouraging teachers to be systematic and strategic in their instructional decisions, and lead to improved teacher and student performance.

HOW DO STUDENT LEARNING OBJECTIVES FACTOR INTO NEW YORK STATE'S TEACHER EVALUATION SYSTEM?

First, it's important to note that New York State requires measures of student achievement for two components of each teacher's evaluation:

- Initially, 20% of each teacher's evaluation is based on student growth on State assessments or comparable measures (rising to 25% with an approved value-added model).
- 20% of each teacher's evaluation is based on other locally-selected assessments (decreasing to 15% with an approved value-added model).
- In subjects where there is no State-provided measure of student growth on State assessments (i.e., subjects without a State assessment and subjects where a State-provided measure has not yet been created based on the State assessment, such as the Regents exam or the NYSESLAT), Districts must adhere to Regulations about what measures can be used as other comparable growth measures for the State 20%.

GROWTH IN SUBJECTS WITHOUT STATE-PROVIDED GROWTH MEASURES (20%):

SLOs will be used for teachers of subjects where there is no State-provided measure of student growth. The Regulations call this the State-determined growth goal-setting process. Each SLO will be built around one of the following three assessment options as the evidence of student learning:

- (1) [List of State-approved 3rd party](#), State, or Regents-equivalent assessments;
- (2) District- or BOCES-developed assessments, provided the District or BOCES verifies comparability and rigor;
- (3) School- or BOCES-wide, group, or team results based on State assessments.

LOCALLY SELECTED MEASURES (20%):

For the local 20%, Districts must choose from the four options listed below. For the local measure, the selected measure can measure achievement and/or growth.

May use growth or achievement for these:

- (1) State assessments, Regents examination and/or Regent-equivalent assessments provided that they are different than the measure used for the Growth subcomponent;
- (2) List of State-approved 3rd party assessments;
- (3) District, regional, or BOCES-developed assessments, provided that the District or BOCES verifies comparability and rigor;
- (4) School-wide growth or achievement results based on:
 - State-provided school-wide growth score for all students in a school taking the State ELA or Math assessment in grades 4-8;
 - Locally-computed measure based on a State assessment or District, regional, or BOCES-developed assessment for which the District or BOCES verifies comparability and rigor.

(5) For teachers in a grade or subject without a State-approved Growth or Value-Added model:

Student Learning Objectives with any State, State-approved 3rd party, or District/BOCES developed assessment that is rigorous and comparable across classrooms.

- **Note: See the section of this document addressing the use of SLOs as locally-selected measures (“Student Learning Objectives as Locally-Selected Measure Option”) for further information to consider.**

WHAT IS DECIDED BY THE STATE VERSUS DISTRICT LEVEL AND/OR SCHOOL/TEACHER LEVELS FOR COMPARABLE GROWTH MEASURES?

The State determines the following for comparable growth measures:

- The overall SLO framework, including required elements.
- Requirements in the context of Regulations:
 - Requirements for which teachers must set SLOs and which teachers must have State-provided growth measures.
 - Requirements for which assessments must be used, and which are allowable options, under the Regulations.
 - Requirements around scoring:
 - The scoring ranges and categories for the measures of student growth subcomponent.
 - Rules for scoring SLOs that include a State-provided growth measure.
 - Rules for scoring multiple SLOs.
- Provides training to Network Teams and Network Team Equivalents on SLOs prior to 2012-13 school year.

Districts (in the context of State Regulations and frameworks) determine the following:

- Assess and identify their unique priorities and needs.
- Identify who in the District will have State-provided growth measures and who must have SLOs as “comparable growth measures” as per the State’s rules.
- District-wide rules for how specific SLOs will get set.
- Expectations for scoring SLOs and for determining teacher ratings for the growth component, within State rules.
- District-wide processes for setting, reviewing, and assessing SLOs in schools.
- Create processes to ensure that any assessments are not scored by teachers and principals with a vested interest in the outcome of the assessment they score, and address assessment security issues.
- Establish which decisions are made at the District level versus in schools by principals, and/or principals with teachers.
- Provide training to lead evaluators.

Schools (in the context of State Regulations and frameworks, and District decisions) determine the following:

- Implement State and District-determined processes.
- Make choices as needed when District leaves flexibility to schools.
- Ensure that lead evaluator approves each teacher's goals and monitors/assesses results.
- Ensure all assessments are secure and that any assessments, including those used as evidence for SLOs, are not scored by teachers and principals with a vested interest in the outcome of the assessments they score.

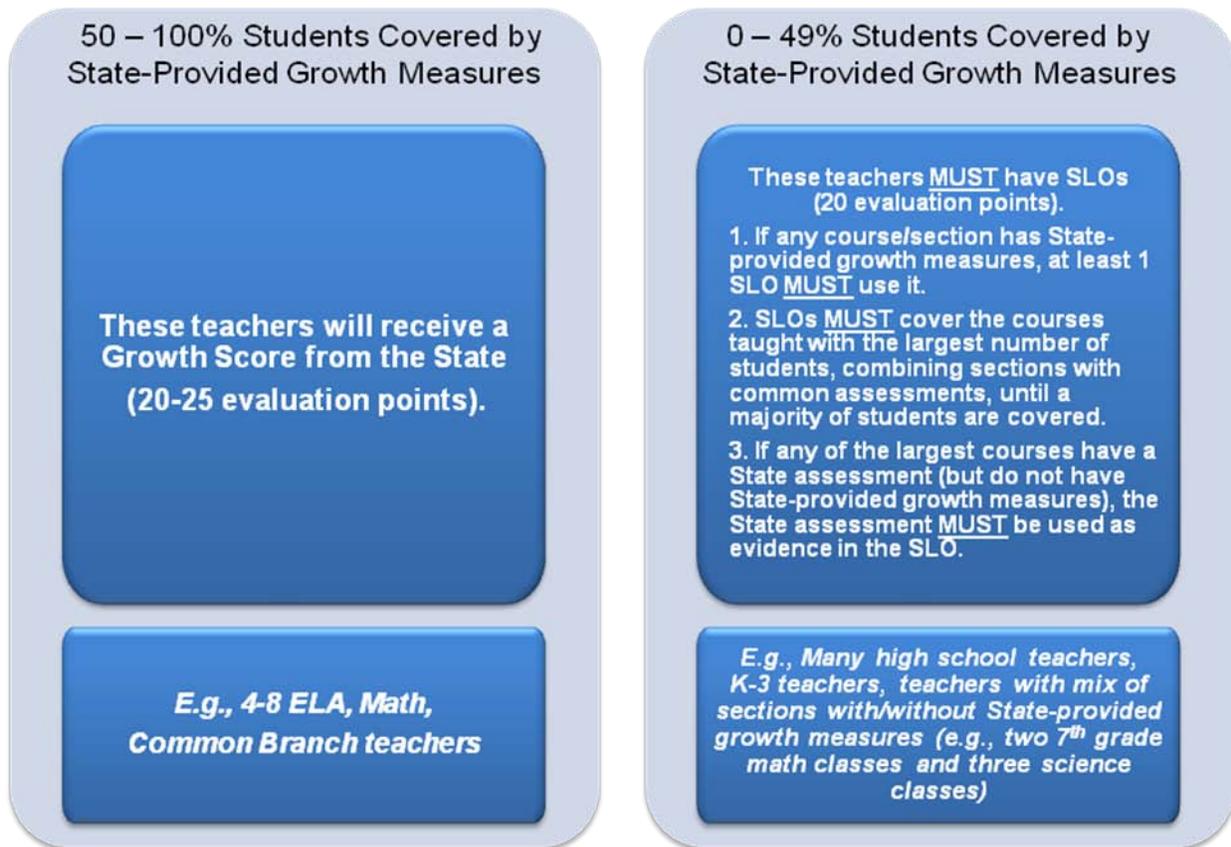
Teachers (in the context of State Regulations and framework, District decisions, and school decisions) determine the following:

- Propose, in consultation with lead evaluator, SLOs and targets based on District and school requirements.
- Obtain all possible data on students to best inform baseline, starting level of student learning.
- Reflect on student learning results and consider implications for future practice.

SECTION TWO: SLO RULES AND CONSIDERATIONS FOR COMPARABLE GROWTH MEASURES

WHICH TEACHERS WILL HAVE STATE-PROVIDED GROWTH MEASURES AND WHICH TEACHERS MUST HAVE SLOs AS “COMPARABLE GROWTH MEASURES”?

There are two categories of teachers in New York State’s evaluation system:



For those teachers who must have SLOs as “comparable growth measures”, Districts must use these rules (see table below) for how many SLOs based on what assessments:

	Growth is State-provided Growth or Value-added Measure	Comparable SLO for Growth Requirements (“Musts”)
All Teachers	State-provided growth/VA applies if: <ul style="list-style-type: none"> Number of students with VA growth measure is ≥50% of class; and is > minimum N size required for valid result 	<ul style="list-style-type: none"> SLOs must measure 2 points in time for same students. SLOs must cover largest courses taught until ≥50% of students are included in a teacher’s SLOs. If any course/section requires an SLO and has a State-provided growth measure, at least 1 SLO must use the State-provided growth score for these students. If a State assessment exists for any of the courses required to be included in the SLO, but there is no State-provided growth measure for that assessment, the State assessment must be used as evidence for the SLO (example: 3rd grade ELA (literacy and writing), Math; Global History Regents, NYSAA). Teachers with multiple sections of the same course must create 1 SLO to cover all of these sections when the same final assessment is used. School-or-BOCES wide, group or team SLO based on State assessment growth may substitute or supplement any of the below except for any teachers of 6-8 science and social studies and any grade/subject that culminates in a State assessment.
K-2 Teachers		<ul style="list-style-type: none"> 1 SLO for ELA (literacy and writing) 1 SLO for Math (unless teacher focuses on single subject area)
3 Teachers		<ul style="list-style-type: none"> 1 SLO for ELA (literacy and writing) 1 SLO for Math (unless teacher focuses on single subject area) - Must use 3rd grade State assessment as evidence
4-8 Common Branch or ELA/Math subject Teachers	Yes	<ul style="list-style-type: none"> N/A
4-8 Science and Social Studies Teachers (not Common Branch)	<i>Future likely</i>	<ul style="list-style-type: none"> 1 SLO for each subject/assessment - (SLOs must cover classes with largest numbers of students until a majority of students are covered) - Must use 4, 8 State Science assessment as evidence - Grades 6-7 Science and 6-8 Social Studies must use a State-approved 3 rd party <i>assessment or Regents equivalents, or a District, regional, or BOCES-developed assessment as evidence.</i>
4-8 Other Subject Teachers		<ul style="list-style-type: none"> 1 SLO for each subject/assessment - (SLOs must cover classes with largest numbers of students until a majority of students are covered)
9-12 Core Subjects,	As available	<ul style="list-style-type: none"> 1 SLO for each subject/assessment

Regents Subjects and Regents Equivalents		<ul style="list-style-type: none"> - (SLOs must cover classes with largest numbers of students until a majority of students are covered) - Must use Regents assessment or Regent equivalents as evidence where applicable
9-12 Other Subject Teachers		<ul style="list-style-type: none"> • 1 SLO for each subject/assessment - (SLOs must cover classes with largest numbers of students until a majority of students are covered)
Teachers with a Mix of Sections/Courses With/Without State-Provided Growth Measures	Yes, if $\geq 50\%$ of sections/students are covered by SGP/VA	<ul style="list-style-type: none"> • If $< 50\%$ covered by SGP/VA, then a mix of SGP/VA and SLOs will be used • First, create SLOs that use SGP/VA where available; then create SLOs for largest sections without SGP/VA until majority of students are covered
Self-contained Teachers (ESL/Bilingual, students with disabilities)	Yes, if $\geq 50\%$ of students are covered by SGP/VA	<p>If $< 50\%$ covered by SGP/VA, then SLOs will be used:</p> <ul style="list-style-type: none"> • 1 SLO for ELA (literacy and writing) • 1 SLO for Math (unless teacher focuses on another subject area) - Must use State assessment where available
Any Co-Teachers: both teachers must have same growth measures	As applicable and as SED can track multiple teachers of record	<p>If District cannot track multiple teachers of record, then SLOs will be used:</p> <ul style="list-style-type: none"> • For Common Branch teachers: 1 SLO for ELA (literacy and writing) and 1 SLO for Math • For teachers with other subject area focus: set SLO for relevant area - Must use State assessment where available
Any push-in, pull-out (AIS, SWD, ESL etc)	As applicable; NYSED has teacher of record rules for "dosage"	<p>If no State-provided measure, then SLOs will be used:</p> <ul style="list-style-type: none"> • 1 SLO for subject area focus (consider using group/team growth on State assessment; collaborative goal-setting with classroom teachers) - Must use State assessment where available
Any teacher with students who take the NYSESLAT	<ul style="list-style-type: none"> • If enough students in teacher's course-load take State ELA assessment • If NYSED develops a growth measure from NYSESLAT (in the future) 	<ul style="list-style-type: none"> • If this is an ELA teacher required to set SLOs, and 10 or more students take NYSESLAT, then teacher will set 1 of his/her SLOs using NYSESLAT as evidence. (Additional SLOs are still also set for ELA (literacy and writing) and must use State assessment where applicable.) • If this is an ESL specialist then 1 SLO using NYSESLAT if this is the most appropriate measure of student learning
Any teacher with students who take the NYSAA	If enough students in class take State assessments to generate State-provided measures for teacher	<ul style="list-style-type: none"> • If this is a teacher required to set SLOs, then teacher will set 1 of his/her SLOs using NYSAA performance assessment as evidence. Additional SLOs are also set based on subject area taught (e.g., ELA (literacy and writing), Regents, Math).
Special Cases: - General education students in tested subjects (not ELL or SWD) who don't contribute to VA (no pre-test or unexpected lack of post-test)	Will be included if data is available and dosage allows	<ul style="list-style-type: none"> • If teacher does not have State-provided measures, new arrivals should be included in a new SLO if the previous SLOs no longer cover a majority ($\geq 50\%$) of the students.

WHAT TYPE OF ASSESSMENT MUST BE USED AS EVIDENCE WITH AN SLO AS A COMPARABLE GROWTH MEASURE?

- Each SLO needs at least one source of evidence, but multiple sources are allowable.
- If a course/section requiring an SLO has a State-provided growth score, the SLO must use the State-provided growth score for these students.
- State assessments (including Regents examinations, Regents equivalents, and/or any NYSED approved equivalents) must be used as evidence if one of the courses required to have an SLO has a State assessment. (For example, if the course ends in a Regents exam and there is no State-provided growth or value-added measure for that examination, and it is a course that requires an SLO, then the SLO must use the Regents Exam as evidence.)
- For 6-8 science and social studies, all high school courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, Districts *must* use the State-determined growth goal-setting process (SLOs) with:
 - State assessment if one exists (or Regent equivalents).
 - District-determined assessment from [List of State-approved 3rd party assessments and Regents equivalents.](#)
 - District, regional or BOCES developed assessments, provided the District or BOCES verifies comparability and rigor.
- For all other grades/subjects that are not associated with a State assessment: Districts *must* use the State-determined growth goal-setting process (SLOs) with any of the following three options/assessments:
 - [List of State-approved 3rd party assessments.](#)
 - District, regional, or BOCES-developed assessments provided the District or BOCES verifies comparability and rigor.
 - School-or BOCES-wide, group, or team results based on State assessments.

HOW MAY SCHOOL-OR BOCES-WIDE, GROUP OR TEAM MEASURES BE USED AS COMPARABLE GROWTH MEASURES WITH SLOs?

- School-or BOCES-wide, group, or team measures are an option as a comparable growth measure SLO, but they must be based on State assessments.
- Provides a means of providing measures of student learning for teachers who do not have a common, District-wide or State assessment that covers their content area.
- Examples include:
 1. A District may decide to set an SLO based on school-wide growth on the State ELA tests as a measure of student growth for all arts teachers, since growth in the various arts is difficult to measure, and ELA skills could be enhanced by coursework in the arts. In this case, all arts teachers in a school would earn the same score for the growth component of their evaluations.

2. A District may decide to measure all elementary school push-in and pull-out teachers on school-wide growth on ELA and/or Math because the District believes it will help promote collaboration, and it is difficult at this point to determine the teachers' individual contributions to specific students' growth.

HOW DO SLOs MEET REQUIREMENTS FOR COMPARABILITY IN THE GROWTH COMPONENT OF TEACHER EVALUATION?

- Using SLOs with any allowable assessment type in the Regulations will meet the minimum requirements for a comparable growth measure in subjects without a State-provided growth measure.
- It is important to keep in mind that Districts may strengthen comparability and rigor of the goal-setting process in a variety of ways, for example:
 - Increase the number of high-quality assessments that are used across grades/subjects;
 - Specify priority learning standards in a grade or subject around which assessments or performance tasks for students will be constructed by District teams; and
 - Design District-wide guidance for target setting and scoring of educators' results.

SECTION THREE: SCORING SLOs AND DETERMINING FINAL RATINGS FOR COMPARABLE GROWTH MEASURES

ESTABLISHING EXPECTATIONS FOR SCORING SLOs AND DETERMINING FINAL RATINGS AS COMPARABLE GROWTH MEASURES

STANDARDS FOR RATING CATEGORIES:

Assuming the enactment of legislation amending Education Law §3012-c proposed with the Executive Budget in February 2012, the following are the requirements set for scoring a teacher's results in the student growth on State assessments or other comparable measures subcomponent:

Level	Growth or Comparable Measures
Highly Effective	Results are well-above state average for similar students (or district goals if no state test).
Effective	Results meet state average for similar students (or district goals if no state test).
Developing	Results are below state average for similar students (or district goals if no state test).
Ineffective	Results are well-below state average for similar students (or district goals if no state test).

Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents. For 2011-12 and for 2012-13, the scoring ranges for educators for whom there is no approved value-added measure of student growth are as follows:

Level	Growth or Comparable Measures
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

TRANSLATING RESULTS INTO HEDI RATINGS/SCORES WHEN AN SLO INCORPORATES A STATE-PROVIDED GROWTH MEASURE

- For any SLO that incorporates a State assessment with a State-provided growth measure, it **must** utilize the same HEDI expectations as the State-provided growth measures for that State assessment.
- HEDI **must** be based on the State-provided scale.

Example of a teacher setting an SLO with a State-provided growth measure:

7th grade ELA and drama teacher with <50% of students covered by State-provided growth on the ELA State assessment. Teacher will have at least one SLO using the State-provided ELA growth measure. Teacher will have additional SLOs for the largest drama courses taught (combining sections with common assessments if applicable) until the majority of students are covered.

ALL SLOs that use a State assessment with a State-provided growth measure must follow this format and HEDI scoring, varying only the applicable grade/subject:

Target(s) and HEDI Scoring	1. All of my 7th grade ELA students will demonstrate growth at least equal to the average of similar students State-wide on the 7th grade ELA State assessment.			
	Highly Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
	Results are well-above state average for similar students.	Results meet state average for similar students.	Results are below state average for similar students.	Results are well-below state average for similar students.

Note: The scoring bands above are based on proposed Executive Budget legislation.

SETTING TARGETS WHEN COMPARABLE GROWTH SLOs DO NOT INCORPORATE A STATE-PROVIDED GROWTH MEASURE

Three Examples: (of many possible approaches):

1. Set a target for the average percent mastery of standards across entire class/section.
2. Set a target for the average scale score gain from baseline to end across entire class/section.
3. Acceptable growth differs by each student’s starting point. Districts can determine what level of growth is acceptable for each starting level. See below:

What Student Progress Meets Expectations				
Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	NO	YES	YES	YES
START: 2	NO	YES	YES	YES
START: 3	NO	NO	YES	YES
START: 4	NO	NO	YES	YES



Target is what percentage of students make their specific level of acceptable growth or better.

How will results translate into HEDI ratings/scores when the SLO does not incorporate a State-provided growth measure?

Two Examples (of many possible approaches) using the scoring bands proposed in Executive Budget legislation:

(The charts below represent examples of how a District or BOCES may want to translate results into ratings/scores. Districts or BOCES are not required to use these examples although the points assigned to the HEDI levels are required by Regulation.)

Example 1: Generic: could apply across grades/subjects

LEVEL	POINTS	DESCRIPTION
Highly Effective	18-20	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations.
Effective	9-17	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.
Developing	3-8	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective	0-2	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

Example 2: Quantified and Differentiated Based on Student Baseline

ILLUSTRATIVE

Rating Points	Ineffective (0-2)	Developing (3-8)	Effective (9-17)	Highly Effective (18-20)
% students meeting expectations	0-49%	50-69%	70-84%	85%+

TRANSLATING RESULTS OF MULTIPLE SLOs INTO ONE OVERALL SCORE/RATING FOR THE GROWTH COMPONENT

How will results of multiple SLOs translate into one overall score/rating for a teacher?

1. District/evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each SLO **must** then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.
 - Always round to the nearest whole number; $\geq .5$ rounds up and $< .5$ rounds down.

Example of a teacher with multiple SLOs:

SAMPLE TEACHER WITH THREE SLOs	SLO 1: (30 students)	SLO 2: (25 students)	SLO 3: (20 students)
STEP 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 17/20 points • Effective 	<ul style="list-style-type: none"> • 15/20 points • Effective 	<ul style="list-style-type: none"> • 19/20 points • Highly Effective
STEP 2: (weight each SLO proportionately)	30 students/75 TOTAL students = 40% of overall	25 students/75 TOTAL students = 33% of overall	20 students/75 TOTAL students = 27% of overall
STEP 3: (calculate proportional points for each SLO)	17 points x 40% = 7 points	15 points x 33% = 5 points	19 points x 27% = 5 points
OVERALL GROWTH COMPONENT SCORE			
(round to the nearest whole number; $\geq .5$ rounds up and $< .5$ rounds down): 17 points, Effective			

SECTION FOUR: MAJOR DISTRICT STEPS TO PLAN AND IMPLEMENT SLOs AS COMPARABLE GROWTH MEASURES

1. Districts will first need to assess and identify their overall priorities and academic needs.
 - Start with commitments and focus areas in District strategic plans.
 - Given State-determined SLO requirements, consider how to construct growth measures that advance District-wide priorities and needs.
 - Decide how prescriptive the District will be within the Growth Component SLO process (e.g., set specific goals for groups of teachers, provide metrics, set specific or generic HEDI expectations) and where decisions will be made by principals, or principals with teachers.
2. Districts will then need to identify which teachers must use SLOs and which teachers will have State-provided growth measures (see chart within document).
3. Determine District rules for how specific SLOs will get set.
 - Will the District require the use of existing, common District-wide assessments for a specific grade/subject?
 - Districts are encouraged to increase the number of high-quality assessments that are used across grades/subjects.
 - Are there grades/subjects where the District wants to prioritize building or buying additional District-wide assessments?
 - Are there groups of teachers where group or team results based on state assessments are appropriate?
 - Are there grades or subjects where the District can identify priority learning standards or other District-wide guidance for schools and teachers?
 - What will the District require for any remaining teachers not covered by the above?
4. Districts will establish expectations for scoring SLOs and for determining teacher ratings for the growth component (see scoring section above for sample models and examples).
 - For each group of grade/subject teachers with similar growth goal approaches, Districts must determine and communicate the District's expectations for student learning growth relative to baselines and specify how teachers will be awarded HEDI ratings and earn from 0-20 points based on the results obtained, consistent with State Regulations and guidance.
 - Districts may wish to provide descriptive benchmark data to help guide the SLO process and to ensure reasonable goals are set for certain subject areas.
 - For example, a District may wish to develop "growth norms" on how students with different starting scores do on particular assessments (e.g., how a student scores on the 8th grade test then scores on the Chemistry Regents).
 - Districts that have their own student growth percentile or value-added scores from District-wide assessments may require that they be used with the SLO for that subject.

- Patterns could be developed for students with different characteristics, such as ELLs, students with disabilities (varying severity levels), etc.
 - Districts must specify what decisions about specific SLOs, evidence, and targets will be made by the District or made by principals, or principals with teachers.
 - Districts may choose to be more prescriptive with some grades/subjects than with others given local priorities and capacity.
5. Districts will need to determine their District-wide processes for setting, reviewing, and assessing SLOs in schools.
 - What tools will principals use to assess the rigor of teacher-determined targets?
 - Will Districts review all goals or spot check goals and targets set by schools and teachers in any way to ensure rigor and comparability?
 - How will procedures to monitor progress of students on SLO targets and final results reviews be handled?
 - Districts may want to consider other teacher evaluation procedures like evaluator/teacher conferences, and procedures around classroom observations as well as District processes for data-driven inquiry meetings to be sure that sufficient time and coordination is provided.
 - Districts may want to align their processes for reviewing and assessing SLOs in schools for both growth and local, as applicable.
 6. Districts will need to provide training to evaluators on how to set, approve, monitor, and score SLOs including training on norming, and calibration of scoring for inter-rater comparability.
 - State will provide training to network teams on SLOs prior to the 2012-13 school year.
 7. Districts will need to determine where data gets stored.
 - Districts may wish to create a database and/or dashboard for SLOs so principals can upload their reports and teachers can upload their SLOs, evidence, etc. for review.
 - Database can be used by Districts to collect evidence and to look for trends in data.
 8. Districts will need to address assessment security issues and create processes to ensure that assessments are not scored by teachers and principals with a vested interest in their outcome.
 - Districts will need to create structures that will ensure assessments are secure.
 - As noted in §30.2.3(b)(3), each District's / BOCES's annual professional performance review plan must, for all assessments regardless of whether or not the assessment is used in conjunction with a student growth goal-setting process, "describe the assessment development, security, and scoring processes utilized by the school District or BOCES. Such processes shall ensure that any assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score".

SECTION FIVE: SLOs AS AN OPTION FOR LOCALLY-SELECTED MEASURES OF STUDENT ACHIEVEMENT

STUDENT LEARNING OBJECTIVES AS LOCALLY-SELECTED MEASURE OPTION

Student Learning Objectives (SLOs) are one of the options available for locally-selected measures of student achievement for teachers in a grade or subject without a State-approved Growth or Value-Added model (e.g., teachers outside of grades 4-8 ELA/Math). Selection of local measures is subject to collective bargaining.

Local measures must be different from the growth measures used in the growth subcomponent although local measures may be based on the same state, state-approved, or District, regional, or BOCES-developed assessment.

Therefore, if Districts use SLOs as a locally-selected measure for teachers in a grade or subject without a State-approved Growth or Value-Added model, the SLO must measure something different from the teacher's SLOs used as comparable growth measures. This would include, but not be limited to, measuring results from different courses or students, using different assessments and/or using the same assessment in a different way (achievement instead of growth or a subgroup of students, for example).

It is important to note that when determining SLOs for locally-selected measures, the SLOs must be based on the following basic components:

- **Student Population:** which students are being addressed?
- **Learning Content:** what is being taught? CCSS/national/State standards? Will specific standards be focused on in this goal or all standards applicable to the course?
- **Interval of Instructional Time:** what is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
- **Evidence:** what assessment(s) or student work product(s) will be used to measure this goal?
- **Baseline:** what is the starting level of learning for students in the class?
- **Target and HEDI Criteria:** what is the expected outcome (target) by the end of the instructional period?
- **HEDI Criteria:** how will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below,” (ineffective), “below” (developing), and “well-above” (highly effective). These ranges translate into HEDI categories to determine teachers’ final rating for the growth subcomponent of evaluations. Districts must set their expectations for the HEDI ratings and scoring: HEDI criteria can be determined at the time of target-setting or Districts can choose to let principal judgment apply.
- **Rationale:** why choose this learning content, evidence and target?

Districts must also set clear expectations for targets and scoring for the “local measures of student achievement” within the parameters from Regulations, and Districts must collectively bargain the process to assign points to educators within the locally-selected measures:

STANDARDS FOR RATING CATEGORIES FOR LOCALLY-SELECTED MEASURES:

Assuming the enactment of legislation amending Education Law §3012-c proposed with the Executive Budget in February 2012, the following are the requirements set for scoring a teacher’s results in the student growth on State assessments or other comparable measures subcomponent and the locally selected measures subcomponent:

Level	Growth or Comparable Measures	Locally Selected Measures of Student growth or achievement
Highly Effective	Results are well-above state average for similar students (or District goals if no state test).	Results are well-above District or BOCES - adopted expectations for growth or achievement.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District or BOCES-adopted expectations for growth or achievement.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District or BOCES-adopted expectations for growth or achievement.
Ineffective	Results are well-below state average for similar students (or District goals if no state test).	Results are well-below District or BOCES-adopted expectations for growth or achievement.

Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents. For 2011-12 and for 2012-13, the scoring ranges for educators for whom there is no approved value-added measure of student growth are as follows:

Level	Growth or Comparable Measures	Locally Selected Measures of Student growth or achievement
Highly Effective	18-20	18-20
Effective	9-17	9-17
Developing	3-8	3-8
Ineffective	0-2	0-2

Additionally, Districts and their collective bargaining agents may wish to consider the following when using SLOs in the locally-selected measures subcomponent:

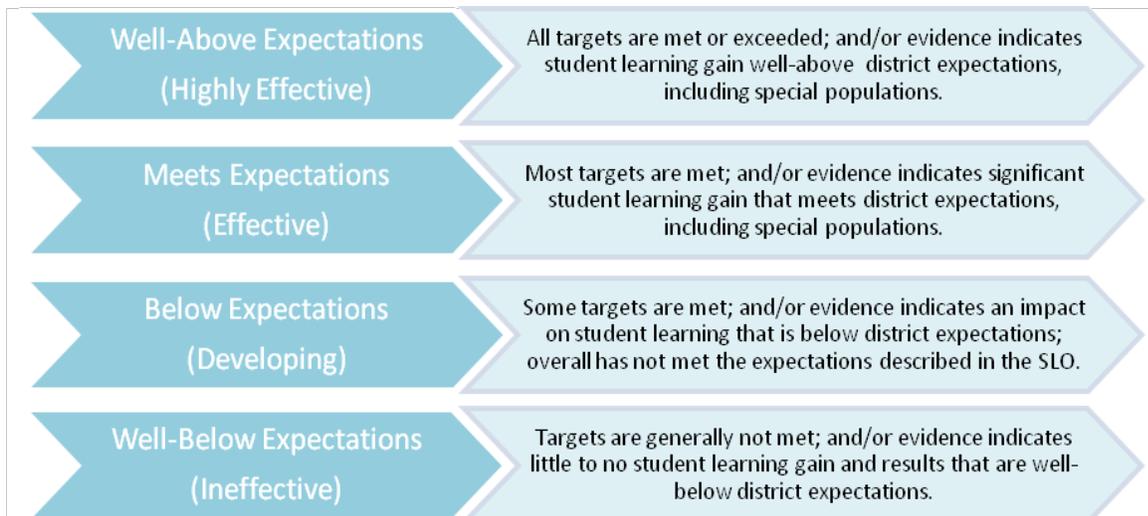
- Districts may want to consider their overall District-wide priorities and academic needs as they consider their locally-selected measures.
- Districts may want to determine local measures in the context of what growth measures will exist for each teacher.
- Districts are encouraged to ensure that all students are included in either a growth measure or a locally-selected measure.
- Districts may want to align their processes for reviewing and assessing SLOs in schools for both growth and local.

SECTION SIX: “PUTTING IT ALL TOGETHER”: SAMPLE SLO SCORING MODELS FOR COMPARABLE GROWTH MEASURES

Note: This section includes a number of different sample scoring models and corresponding illustrative examples using the scoring bands proposed in Executive Budget legislation. These are only a small number of such samples, and there are many other possible approaches that Districts may wish to consider.

SAMPLE MODEL 1 (Class Targets, Evaluator Judgment):

- Each SLO has a baseline and target for what would be “Meets” level of performance.
- The class either meets/does not meet SLO target.
- Evaluator scores each teacher’s performance on the SLO as Well Below; Below; Meets; or Well-Above, using judgment for differences between well-above/meets/below/well-below.
- Evaluator weights SLOs proportionately based on the number of students included in all SLOs to provide for one overall growth component score between 0-20 points.



Example Model 1(A):

Science teacher with 110 total students across 5 sections: 2 Living Environment (Regents) sections with 20 students each; 2 Living Environment (non-Regents) sections with 25 students each; 1 Forensic Science elective with 20 students.

Applying rules about which SLOs must be created for this teacher:

- No State-provided growth measure for Biology Regents (yet).
- Largest course/assessment combination is non-Regents Living Environment so the first SLO covers those sections/students; however 50 students is less than a majority of this teacher’s 110 total students.
- A second SLO must be included for the next largest course/assessment, which is Regents Living Environment. This covers 40 more students and a majority of students are now covered (50+40=90 and 90/110= approx. 82% of students covered).

SLO SUBJECT	BASELINE	TARGET (As Approved by Evaluator)	ACTUAL RESULT	EVALUATOR SLO SCORE															
2 Living Environment (non-Regents) sections with 25 students each	- 50% across both sections scored proficient or better on 8 th grade science test - 60% mastered standards covered in first chapter test in September	90% students will receive a passing score on the District-created Living Environment assessment for non-regents courses	91% passed, including all students with disabilities	- Meets - 16, Effective (based on evaluator’s judgment)															
2 Living Environment (Regents) sections with 20 students in each	- Historically 98% of Regents classes take test - 80% of students across both sections scored proficient or better on 8 th grade science test - 90% mastered standards covered in first chapter test in September	- 80% of students will score 65 or better on Living Environment Regents with 98%+ taking the test - 15% will score in the advanced level	- 80% scored 65 or better; - 10% scored advanced	- Meets (evaluator considers this to be a low meets since the educator fell short on the advanced target but made the 65 or better) - 9, Effective															
Overall Growth Component Rating		Effective: 13 points (in range of 9-17 points) - SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.																	
		<table border="1"> <thead> <tr> <th></th> <th>SLO 1</th> <th>SLO 2</th> </tr> </thead> <tbody> <tr> <td>Step 1: (assess results of each SLO separately)</td> <td> <ul style="list-style-type: none"> • 16/20 points • Effective </td> <td> <ul style="list-style-type: none"> • 10/20 points • Effective </td> </tr> <tr> <td>Step 2: (weight each SLO proportionately)</td> <td>50 students / 90 TOTAL students = 56% of overall</td> <td>40 students / 90 TOTAL students = 44% of overall</td> </tr> <tr> <td>Step 3: (calculate proportional points for each SLO)</td> <td>16 points x 55% = 9 points</td> <td>9 points x 45% = 4 points</td> </tr> <tr> <td colspan="3">OVERALL GROWTH COMPONENT SCORE: 13 points</td> </tr> </tbody> </table>				SLO 1	SLO 2	Step 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 16/20 points • Effective 	<ul style="list-style-type: none"> • 10/20 points • Effective 	Step 2: (weight each SLO proportionately)	50 students / 90 TOTAL students = 56% of overall	40 students / 90 TOTAL students = 44% of overall	Step 3: (calculate proportional points for each SLO)	16 points x 55% = 9 points	9 points x 45% = 4 points	OVERALL GROWTH COMPONENT SCORE: 13 points		
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Step 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 16/20 points • Effective 	<ul style="list-style-type: none"> • 10/20 points • Effective 																	
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Step 3: (calculate proportional points for each SLO)	16 points x 55% = 9 points	9 points x 45% = 4 points																	
OVERALL GROWTH COMPONENT SCORE: 13 points																			

Example Model 1 (B): Teacher with multiple SLOs including an SLO with a State-provided growth measure

7th grade Math and Science teacher with 130 students across 5 sections: two 7th grade Math sections with 30 students each; two 7th grade Science sections with 25 students each; one Advanced 7th grade Science section with 20 students.

Applying rules about which SLOs must be created for this teacher:

- There is a State-provided growth measure for 7th grade Math so it must be used.
- Fewer than 50% of this teacher’s students are covered by the State-provided measure, so SLOs are created.
- First, this teacher will have an SLO using his/her student’s growth on State-provided measures in 7th grade Math. The same State-provided measure and HEDI scores will apply to this SLO that would apply if the teacher had ONLY State-provided measures. This SLO will cover 60 students; however this is not a majority of the teacher’s 130 students.
- A second SLO must be included for the next largest course/assessment, which is 7th grade Science. This covers 50 more students and a majority of students are now covered. (60+50=110 and 110/ 130= approx 85% of students covered).

SLO SUBJECT	BASELINE	TARGET	ACTUAL RESULT	EVALUATOR SLO SCORE															
Two 7 th grade Math sections with 30 students in each	- Students scores on 6 th grade Math assessment	<i>(Same as any teacher with this State-provided measure)</i> - All of my 7 th grade Math students will demonstrate growth at least equal to the average of similar students State-wide on the 7 th grade Math State assessment	- State-provided measure: score of 16 points, Effective	N/A															
Two 7 th grade Science sections with 25 students in each	- 80% of students across both sections scored proficient or better on 6 th grade science test - All students took the District developed pre-assessment and scored in the Level 2 or 3 range	<i>(Approved by evaluator)</i> - 80% of students who scored a Level 2 on the District developed pre-assessment will score a Level 3 on the District developed performance task - 80% of students who scored a Level 3 on the pre-assessment will score a Level 4 on the performance task	- 85% who scored a Level 2 improved to a Level 3 or higher - 76% who scored a Level 3 improved to a Level 4	- Meets <i>(evaluator considers this to be a lower meets since the educator scored higher on the first target, but fell short on second target)</i> - 11, Effective															
Overall Growth Component Rating		Effective: 14 points (in range of 9-17 points) - SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.																	
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	SLO 1	SLO 2																	
Step 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 16/20 points • Effective 	<ul style="list-style-type: none"> • 14/20 points • Effective 																	
Step 2: (weight each SLO proportionately)	60 students / 110 TOTAL students = 55% of overall	50 students / 110 TOTAL students = 45% of overall																	
Step 3: (calculate proportional points for each SLO)	16 points x 55% = 9 points	11 points x 45% = 5 points																	
OVERALL GROWTH COMPONENT SCORE: 14 points																			

SAMPLE MODEL 2: (Class Targets, HEDI Criteria Included in Targets):

- Set targets around student mastery of all standards, or a subset of “power” standards for a course.
- Year end result is based on what percentage of students mastered standards or a subset of “power standards” as evidenced by the selected year-end assessment. Add all of the percentages and divide by the number of students to determine class/section average percent mastery.
- Districts determine HEDI using past experience, own expectations, any vendor-provided benchmark charts, etc.

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
% Mastery	0-29%	30-54%	55-79%	80%+

Note: Levels are illustrative

- Districts may decide to have tiered HEDI rating-expectations depending on student’s baseline knowledge of standards. The tiered ratings will need to be averaged into one composite final HEDI score.

	Students Entering <30%	Students Entering >30%
Highly Effective	90+	90+
Effective	65-89	75-89
Developing	50-64	60-74
Ineffective	<50	<60

Note: Levels are illustrative

Example Model 2(A):

Middle school physical education teacher with 5 sections and 140 students total: 2 sections of 6th grade physical education (60 students total); 2 sections of 7th grade physical education and health (50 students total); 1 section of 8th grade physical education (30 students total).

Applying rules about which SLOs must be created for this teacher:

- Largest course/assessment combination is 6th grade physical education so the first SLO covers those sections/students; however 60 students is less than a majority of this teacher’s 140 total students.
- A second SLO must be included for the next largest course/assessment, which is 7th grade physical education. This covers 50 more students and a majority of students are now covered (110 students out of 140 total students, which is approximately 79% of students covered).
- District determines HEDI based on: previous standards mastery results from other students taking these courses.
- At the end of the year, determine what percentage of students mastered all 3 Intermediate Learning Standards for Health, Physical Education, and Consumer Sciences using year-end assessments for 6th and 7th grade physical education courses that was created by a consortium of BOCES/Districts.

District-Determined Rating Scale for This SLO:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who meet mastery target	0-29%	30-54%	55-80%	81%+

TARGET (As Approved by Evaluator)	ACTUAL RESULTS	EVALUTOR RATING AND PROPORTIONAL WEIGHT															
80% of 6 th grade students will demonstrate mastery of 75% or more 6 th grade health, physical education, and consumer science course standards as measured by the consortium year-end assessment.	80% met target of 75%+ mastery	<ul style="list-style-type: none"> • 13 points, Effective • 60 students / 110 TOTAL students = 55% of overall 															
80% of 7 th grade students will demonstrate mastery of 75% or more 7 th grade health, physical education, and consumer sciences course standards as measured by the consortium year-end assessment.	95% met target of 75%+ mastery	<ul style="list-style-type: none"> • 20 points, Highly Effective • 50 students / 110 TOTAL students = 45% of overall 															
OVERALL GROWTH COMPONENT SCORE:	16 points: Effective (in range of 9-17 points) - SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.																
		<table border="1"> <thead> <tr> <th></th> <th>SLO 1</th> <th>SLO 2</th> </tr> </thead> <tbody> <tr> <td>Step 1: (assess results of each SLO separately)</td> <td> <ul style="list-style-type: none"> • 13/20 points • Effective </td> <td> <ul style="list-style-type: none"> • 20/20 points • Highly Effective </td> </tr> <tr> <td>Step 2: (weight each SLO proportionately)</td> <td>60 students / 110 TOTAL students = 55% of overall</td> <td>50 students / 110 TOTAL students = 45% of overall</td> </tr> <tr> <td>Step 3: (calculate proportional points for each SLO)</td> <td>13 points x 55% = 7 points</td> <td>20 points x 45% = 9 points</td> </tr> <tr> <td colspan="3">OVERALL GROWTH COMPONENT SCORE: 16 points</td> </tr> </tbody> </table>		SLO 1	SLO 2	Step 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 13/20 points • Effective 	<ul style="list-style-type: none"> • 20/20 points • Highly Effective 	Step 2: (weight each SLO proportionately)	60 students / 110 TOTAL students = 55% of overall	50 students / 110 TOTAL students = 45% of overall	Step 3: (calculate proportional points for each SLO)	13 points x 55% = 7 points	20 points x 45% = 9 points	OVERALL GROWTH COMPONENT SCORE: 16 points		
	SLO 1	SLO 2															
Step 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 13/20 points • Effective 	<ul style="list-style-type: none"> • 20/20 points • Highly Effective 															
Step 2: (weight each SLO proportionately)	60 students / 110 TOTAL students = 55% of overall	50 students / 110 TOTAL students = 45% of overall															
Step 3: (calculate proportional points for each SLO)	13 points x 55% = 7 points	20 points x 45% = 9 points															
OVERALL GROWTH COMPONENT SCORE: 16 points																	

Example Model 2(B):

2nd grade Common Branch teacher with 30 students, including 12 who take the NYSESLAT.

Applying rules about which SLOs must be created for this teacher:

- There is no State-provided growth measure for 2nd grade ELA/Math.
- This teacher will have 1 SLO in ELA to cover all 30 of his/her students. This District has decided that all 2nd grade teachers will use a 3rd party assessment from the State-approved list for ELA.
- This teacher will have 1 SLO in Math to cover all 30 of his/her students. This District has decided that all 2nd grade teachers will use a 3rd party assessment from the State-approved list for Math.
- This teacher will ALSO have 1 SLO using NYSESLAT as evidence. This SLO covers the 12 students who take the NYSESLAT. It is required because there is no State-provided growth measure for this teacher, and 10 or more of this teacher’s students take the NYSESLAT.

District-Determined Rating Scale for SLO 1 and SLO 2:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who meet or exceed District average for similar students	0-29%	30-54%	55-80%	81%+

District-Determined Rating Scale for SLO 3:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who demonstrate growth of at least one performance level on NYSESLAT	0-40%	41-69%	70-89%	90%+

TARGET (As Approved by Evaluator)	ACTUAL RESULT	EVALUATOR RATING AND PROPORTIONAL WEIGHT
Students will demonstrate growth at least equal to the average for similar students in the District on the District-determined assessment from the list of State-approved 3 rd party assessments for ELA.	70% of students’ results met District average for similar students.	<ul style="list-style-type: none"> • 14 points, Effective • 30 students / 72 TOTAL students = 42% of overall
Students will demonstrate growth at least equal to the average for similar students in the District on the District-determined assessment from the list of State-approved 3 rd party assessments for Mathematics.	50% of students’ results met District average for similar students.	<ul style="list-style-type: none"> • 7 points, Developing • 30 students / 72 TOTAL students = 42% of overall
Students who take the NYSESLAT will demonstrate growth of at least one performance level (beginner to intermediate; intermediate to advanced; advanced to proficient).	75% of students who took the NYSESLAT demonstrated growth of at least one performance level.	<ul style="list-style-type: none"> • 14 points, Effective • 12 students / 72 TOTAL students = 17% of overall

OVERALL GROWTH COMPONENT RATING

Effective: 11 points (in range of 9-17 points)
 - SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.

	SLO 1	SLO 2	SLO 3
Step 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 14/20 • Effective 	<ul style="list-style-type: none"> • 7/20 • Developing 	<ul style="list-style-type: none"> • 14/20 • Effective
Step 2: (weight each SLO proportionately)	30 students / 72 TOTAL students = 42% of overall	30 students / 72 TOTAL students = 42% of overall	12 students / 72 TOTAL students = 17% of overall
Step 3: (calculate proportional points for each SLO)	14 points x 42% = 6 points	7 points x 42% = 3 points	14 points X 17% = 2 points
OVERALL GROWTH COMPONENT SCORE: 11 points			

Example Model 2(C):

High school English teacher with 5 sections of 9th grade English and 140 total students.

Applying rules about which SLOs must be created for this teacher:

- No English Grade 9 State-provided growth measure (yet).
- This teacher will have one SLO to cover all of the students in all sections. He/she may use tiered HEDI rating expectations because students have different baseline knowledge of English 9 standards. The tiered ratings will still be averaged into one composite final HEDI score. For 2011-12, the District may decide that all English Grade 9 teachers will use a District-developed assessment as evidence; however, it is anticipated that in 2012-13 there will be a State-provided growth measure.

District-Determined Rating Scale for Overall Score for overall SLO:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students across both SLOs who meet SLO target expectations	0-29%	30-54%	55-79%	80%+

TIERED HEDI RATINGS for SLO 1 and SLO 2

	Students Entering ≤30%: percentage of students who meets mastery target of 75%+	Students Entering >30%: percentage of students who meet mastery target of 85%+
Highly Effective (18-20 points)	90%+	90%+
Effective (9-17 points)	65-89%	75-89%
Developing (3-8 points)	50-64%	60-74%
Ineffective (0-2 points)	<50%	<60%

TARGET (As Approved by Evaluator)	ACTUAL RESULTS	EVALUATOR RATING AND PROPORTIONAL WEIGHT	
54 9 th grade students with a baseline mastery of ≤ 30% of standards will demonstrate mastery of 75% or more 9 th grade ELA standards as measured by the district-developed performance task and standards-based rubric.	65% met target of 75%+ mastery	<ul style="list-style-type: none"> • 9 points, Effective • 54 students / 140 TOTAL students = 39% of overall 	
86 9 th grade students with a baseline mastery of >30% of standards will demonstrate mastery of 85% or more 9 th grade ELA standards as measured by the District-developed performance task and standards-based rubric.	70% met target of 85%+ mastery	<ul style="list-style-type: none"> • 6 points, Developing • 86 students / 140 TOTAL students = 61% of overall 	
OVERALL GROWTH COMPONENT SCORE:	Developing: 8 points (in range of 3-8 points)		
	- SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.		
		SLO 1	SLO 2
	Step 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 9/20 • Effective 	<ul style="list-style-type: none"> • 6/20 • Developing
	Step 2: (weight each SLO proportionately)	54 students / 140 TOTAL students = 39% of overall	86 students / 140 TOTAL students = 61% of overall
Step 3: (calculate proportional points for each SLO)	9 points x 39% = 4 points	6 points x 61% = 4 points	
OVERALL GROWTH COMPONENT SCORE: 8 points			

SAMPLE MODEL 3 (Student-Specific Targets):

- Using performance levels similar to those for State tests (1-4 where 3 is proficient), Districts or schools decide what ending level of performance meets or exceeds expectations for students at each starting level. (Note: many different grades and subjects can utilize similar 1-4 performance levels even with different kinds of assessments.)
- Teachers classify each student in a starting level using whatever baseline assessment information is available (ideally multiple sources). Evaluator approves baseline categorization.
- Districts and/or principals determine what percentage of students must meet expectations for each HEDI rating. This chart may differ depending on the starting levels of the class.
- It is recommended that the HEDI levels be set so that Effective is only attainable if all Level 3+ stay 3+ and some proportion of Level 1 and Level 2 move up.
- Each student either meets or does not meet expectations at year-end. Percentage of students who meet expectations determines HEDI rating.

Matrix can be created with a Yes/No (Meets/Does Not Meet) or with a Point System that gives more points to larger gains:

What Student Progress Meets Expectations				
Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	NO	YES	YES	YES
START: 2	NO	YES	YES	YES
START: 3	NO	NO	YES	YES
START: 4	NO	NO	YES	YES

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students' whose progress meets expectations	0-29%	30-54%	55-79%	80%+

Note: Levels are illustrative

What Student Progress Meets Expectations				
Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	0	1	2	3
START: 2	0	1	2	3
START: 3	0	0	1	2
START: 4	0	0	1	2

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Average Points	<.5	.5 - .9	1 – 1.9	2+

Note: Levels are illustrative

Example Model 3(A):

High school band teacher with 135 total students across 5 sections: 3 sections of Introductory Band (75 students total); 1 section of Concert Band (30 students); 1 section of Concert Choir (30 students).

Applying rules about which SLOs must be created for this teacher:

- This teacher will have an SLO for his/her Introductory Band sections, as this covers the majority of his/her students (75 students out of 135 total students is approximately 56% of students). Targets are set based on what the District defines as the expectation for student growth in this teacher’s course for students that begin at a performance level of a 1, 2, 3, and 4.
- The teacher first determines the starting level for all of the students across the three sections (baseline) using a BOCES-developed performance task. The District-provided matrix determines the expected growth for each student. At the end of the year, the teacher re-evaluates the students based upon the BOCES-developed performance task to determine student growth. The teacher’s rating is determined based upon the average points received across his/her SLOs.

District-Provided Matrix for this Teacher’s SLO:

What Student Progress Meets Expectations				
Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	0	1	2	3
START: 2	0	1	2	3
START: 3	0	0	1	2
START: 4	0	0	1	2

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Average Points	<.5	.5 - .9	1 – 1.9	2+

TARGET (As Approved by Evaluator)	ACTUAL RESULT	POINTS	FINAL RATING
All students in Introductory Band will demonstrate growth on a BOCES developed performance task of at least one performance level. Performance will be assessed using a BOCES developed rubric that focuses on accuracy, dynamics, pitch, rhythm, and tone quality.	1) 30 students began on a Level 1 and ended on a Level 3. 2) 5 began Level 1, ended on a Level 4. 3) 25 began Level 2, ended on a Level 3. 4) 5 began Level 2, ended on a Level 4. 5) 10 began Level 4, ended Level 4.	1) Total = 30 students x 2 points each = 60 points 2) Total = 5 students x 3 points each = 15 points 3) Total = 25 students x 2 points each = 50 points 4) Total = 5 students x 3 points each = 15 points 5) Total = 10 students x 2 points each = 20 points Grand Total = 160 points for all 75 students	Average Points = 160 points / 75 students = 2.13 points which rounds to 2 points. 2 points is in the Highly Effective range on the District-provided matrix. This teacher’s rating is then HIGHLY EFFECTIVE, 18 points (18-20 point range).

Example Model 3(B):

3rd grade self-contained special education teacher with 12 students, including 7 students who take the NYSAA.

Applying rules about which SLOs must be created for this teacher:

- There is no State-provided growth measure for 3rd grade ELA/Math.
- This teacher will have 1 SLO to cover all 5 students who take the 3rd grade ELA State assessment.
- This teacher will have 1 SLO to cover all 5 students who take the 3rd grade Math State assessment.
- This teacher will have 1 SLO using the NYSAA performance assessment as evidence. This SLO will cover the 7 students who take the NYSAA. It is required because this teacher does not have a State-provided growth measure, and only 42% of students (5 out of 12 students) are covered by the SLOs in ELA and Math.

District-Provided Matrix for SLO 1 and SLO 2:

What Student Progress Meets Expectations				
Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	NO	YES	YES	YES
START: 2	NO	YES	YES	YES
START: 3	NO	NO	YES	YES
START: 4	NO	NO	YES	YES

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students whose progress meets expectations	0-29%	30-54%	55-79%	80%+

District-Determined Rating Scale for SLO 3:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who demonstrate growth of at least one level on the NYSAA performance assessment	0-40%	41-69%	70-89%	90%+

TARGET (As Approved by Evaluator)	ACTUAL RESULT	FINAL RATING		
<p>All students will demonstrate the following growth on the 3rd grade State ELA assessment:</p> <ul style="list-style-type: none"> - Level 1s will increase at least 1 Level. - Level 2s will increase at least 1 Level. - Level 3s will increase at least 1 Level and/or No Level 3s will decrease. - No Level 4s will decrease. 	<ol style="list-style-type: none"> 1) 1 Level 1 increased at least 1 Level. 2) 1 Level 1 decreased 1 Level. 3) 1 Level 2 increased at least 1 Level. 4) 1 Level 2 remained a Level 2. 5) 1 Level 3 remained at Level 3. 	<p>(use District matrix)</p> <p>% Meets = 60%</p> <p>11 points, EFFECTIVE</p>		
<p>All students will demonstrate the following growth on the 3rd grade State Math assessment:</p> <ul style="list-style-type: none"> - Level 1s will increase at least 1 Level. - Level 2s will increase at least 1 Level. - Level 3s will increase at least 1 Level and/or No Level 3s will decrease. - No Level 4s will decrease. 	<ol style="list-style-type: none"> 1) 2 Level 1s increased at least 1 Level. 2) 1 Level 2 increased at least 1 Level. 3) 1 Level 3 remained at Level 3. 4) 1 Level 4 remained at Level 4. 	<p>(use District matrix)</p> <p>% Meets = 100%</p> <p>20 points, HIGHLY EFFECTIVE</p>		
<p>All 7 students who take the NYSAA for ELA and Mathematics will demonstrate growth of at least one Level as measured by the NYSAA performance assessment.</p>	<ol style="list-style-type: none"> 1) 4 students who began on a Level 2 ended on a Level 3. 2) 2 students who began on a Level 3 ended on a Level 4. 3) 1 student who began on a Level 4 ended on a Level 4. 	<p>(use District matrix)</p> <p>% Meets = 100%</p> <p>20 points, HIGHLY EFFECTIVE</p>		
<p>OVERALL GROWTH COMPONENT RATING</p>	<p>Effective: 16 points (in range of 9-17 points)</p> <ul style="list-style-type: none"> - SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points. 			
		SLO 1	SLO 2	SLO 3
	Step 1: (assess results of each SLO separately)	<ul style="list-style-type: none"> • 11/20 points • Effective 	<ul style="list-style-type: none"> • 20/20 points • Highly Effective 	<ul style="list-style-type: none"> • 20/20 points • Highly Effective
	Step 2: (weight each SLO proportionately)	12 students / 31 TOTAL students = 39% of overall	12 students / 31 TOTAL students = 39% of overall	7 students / 31 TOTAL students = 22% of overall
	Step 3: (calculate proportional points for each SLO)	11 points x 39% = 4 points	20 points x 39% = 8 points	20 points x 22% = 4 points
<p>OVERALL GROWTH COMPONENT SCORE: 16 points</p>				

SAMPLE MODEL 4 (Class Targets):

- Teachers who use a final assessment with a 100 point scale will use the following minimum growth target formula:

$$\text{Required Growth} = (100 - \text{Pre-assessment score}) / 2$$

- Each student counts as either a “yes” or a “no” as to whether he/she met the goal set in the growth target.
- To calculate the percentage of students who met the SLO target, the total number of students included in the SLO is divided by the number of students who met the target (the “yes” students). The following formula can be used:

Final percentage of students who met SLO = # of students who met specified growth/total # of students in SLO

- Tiered growth targets can be used; however, the tiered targets will need to result in one overall score that can be translated into a HEDI rating.
- Districts determine HEDI ratings based on the percentage of students who made half the growth required to score 100.

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
% students who met goal in growth target	0-29%	30-54%	55-79%	80%+

Note: Levels are illustrative

Example Model 4:

Kindergarten teacher with 30 students in his/her class.

Applying rules about which SLOs must be created for this teacher:

- This teacher will have two SLOs: 1 for ELA (literacy and writing) and 1 for Mathematics.
- The teacher would first use a 100 point pre-assessment to determine the baseline of each student (for ELA and for Mathematics). All students would be expected to make half the growth required to score 100; tiered growth goals may be used. A 100 point post-assessment (for ELA and for Mathematics) would be used to determine whether students met the target or not (yes/no). The percentage of students who met the target would determine the teacher’s final HEDI rating.
- SLOs are weighted proportionately based on the number of students included in all SLOs; however, in this case, there are two SLOs, and they include the same number of students, so they are weighted equally. The average score across both SLOs will provide one overall growth subcomponent score between 0-20 points.

District-Determined Rating Scale for These SLOs:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who met goal in growth target	0-29%	30-54%	55-79%	80%+

TARGET (As Approved by Evaluator)	ACTUAL RESULTS	FINAL RATING
ELA/Literacy— All students will make half the growth required to score 100: 1) Score at least an 80 on the post-assessment if they scored 50-60 on the pre-assessment 2) Score at least an 84 if they scored from 61-70 3) Score at least an 88 if they scored from 71-78 4) Score at least a 90 if they scored a 79 or higher	80% met	AVERAGE PERCENTAGE MEETING TARGETS: $(80\% + 70\%) / 2 = 75\%$ students met targets across SLO 1 and SLO 2 Final Rating: EFFECTIVE, 16 points (in range of 9-17 points)
Mathematics—All students will make half the growth required to score 100: 1) Score at least an 80 on the post-assessment if they scored 50-60 on the pre-assessment 2) Score at least an 84 if they scored from 61-70 3) Score at least an 88 if they scored from 71-78 4) Score at least a 90 if they scored a 79 or higher	70% met	

SECTION SEVEN: APPENDIX

KEY TERMS DEFINED

- **Baseline:** A measure of the level of knowledge that students in a class are beginning with at the start of the year/semester. Used when setting a growth goal that involves progress. For each source of evidence, the numerical quantity that represents student learning prior to instruction is the baseline; it is the starting point used in the SLO. Growth is determined by student learning as the student progresses over a period of time from baseline performance.
- **Evidence:** The assessment of student learning or other form of student work product that is used to determine how much the educator's students have learned. It is not necessary to use an identical assessment for determining progress from baseline to target; it is possible to use a collection of evidence from different assessment(s)/measure(s).
- **Goal:** A specific and measurable learning objective/goal that can be measured over the course of a year (or other interval of time, where applicable, e.g., for a teacher with semester-long courses).
- **Mastery:** An SLO whose target is expressed in terms of how many or which students will reach a certain level of achievement. Does not require a baseline for those students, although may be expressed as a change in the percentage of students who have attained mastery since the beginning of the year or as percentage of standards that will be mastered by the end of the year.
- **Progress:** Any SLO whose target represents a change in the level of learning for each student over two points in time. Progress goals require a baseline and a target that is higher than the baseline for the same students.
- **State-Provided growth or value-added measures:** For all teachers whose students take State assessments in grades 4-8, ELA/Math, NYSED will provide a teacher growth score comparing the gain the teacher's students made between two points in time to the gains made by students with similar academic and other characteristics across the State.
- **Target:** The numerical outcome expected at the end of the instructional period for student learning.