

New York State District-wide Growth
Goal Setting Process:
Student Learning Objectives

**Road Map for Districts:
November 2011**

Revised March 2012

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

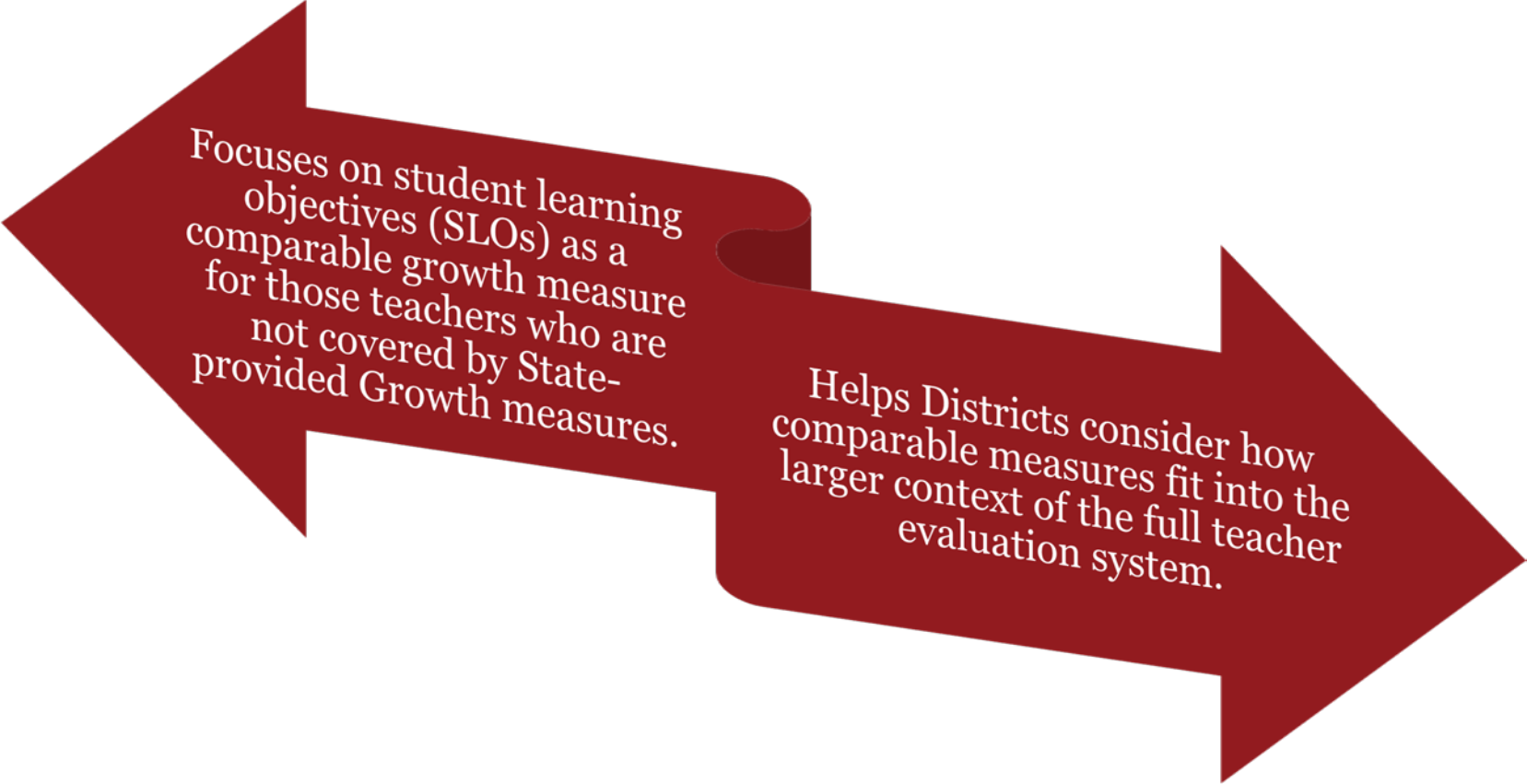
Overview of This Road Map

- **Background and Basics of SLOs**
- **District Steps to Plan and Implement SLOs for the Growth Component of Teacher Evaluation**
 1. Assess and identify priorities and needs.
 2. Identify who will have State-provided growth measures and who must have SLOs as “comparable growth measures.”
 3. Determine District rules for how specific SLOs will get set.
 4. Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.
 5. Determine District-wide processes for setting, reviewing, and assessing SLOs in schools.
- **SLOs as Locally-Selected Measure Option**
- **Appendix**
- **Next Steps from NYSED**

Background

- New York State has a new teacher evaluation system that will help ensure our children get a first-rate education.
- Two subcomponents of New York State's new evaluation system require measures of student learning: student growth on State assessments or "other comparable measures" and locally selected measures of student achievement.
- This document focuses on using SLOs as comparable measures of student growth.
- NY State's Regulations governing teacher evaluation call for a "State-determined District-wide growth goal setting process." Student Learning Objectives, as described in this document and in formal guidance, is the State-determined process. This document helps districts implement this process.

Purpose of This Road Map



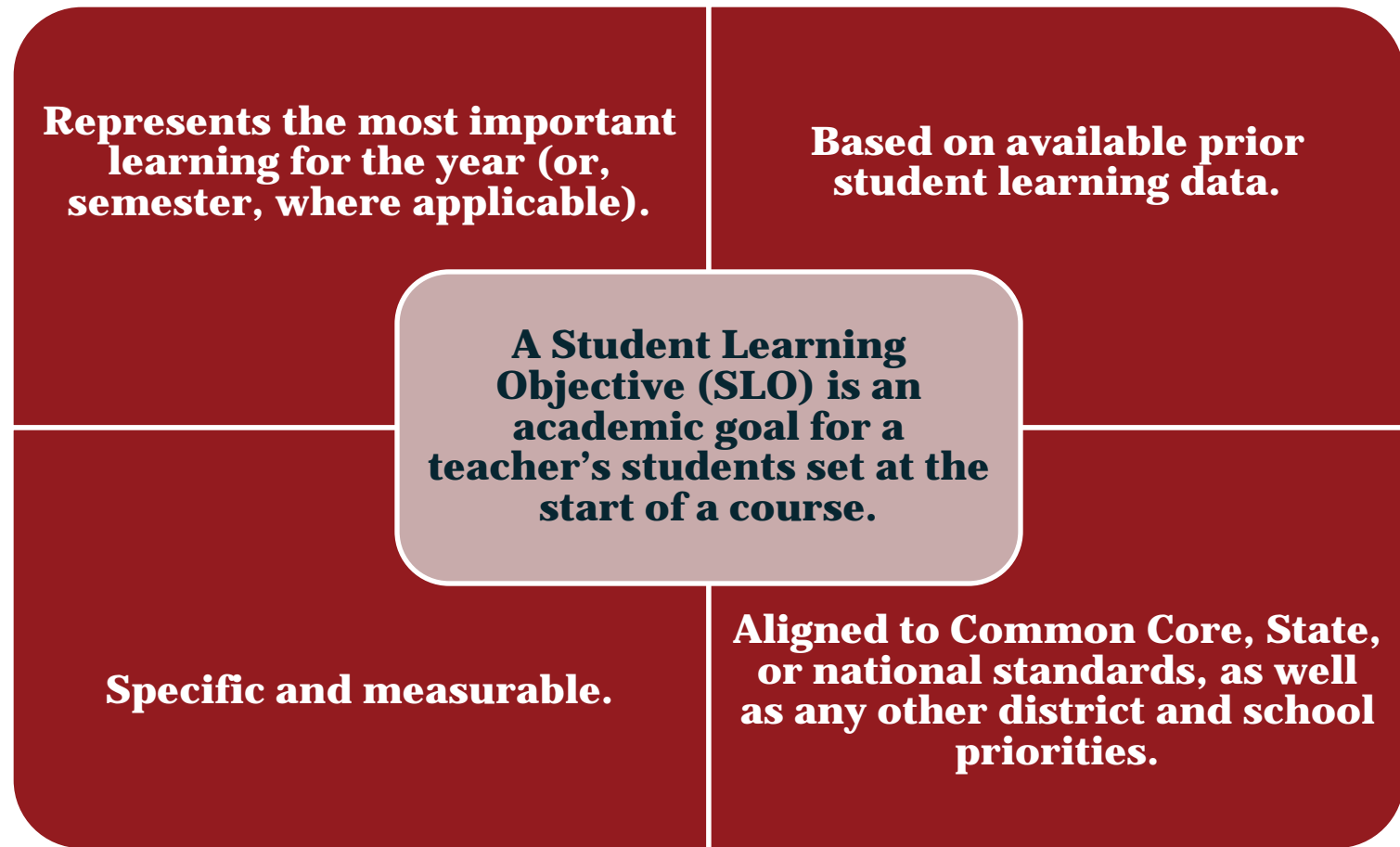
Focuses on student learning objectives (SLOs) as a comparable growth measure for those teachers who are not covered by State-provided Growth measures.

Helps Districts consider how comparable measures fit into the larger context of the full teacher evaluation system.

Principles That Support Effective SLOs



What Are Student Learning Objectives (SLOs)?



NYS SLOs **MUST** Have the Following Elements

All SLOs **MUST** include the following basic components:

Student Population	Which students are being addressed?
Learning Content	What is being taught? CCSS/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
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 covered by this SLO?
Target(s)	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)?
Rationale	Why choose this learning content, evidence and target?

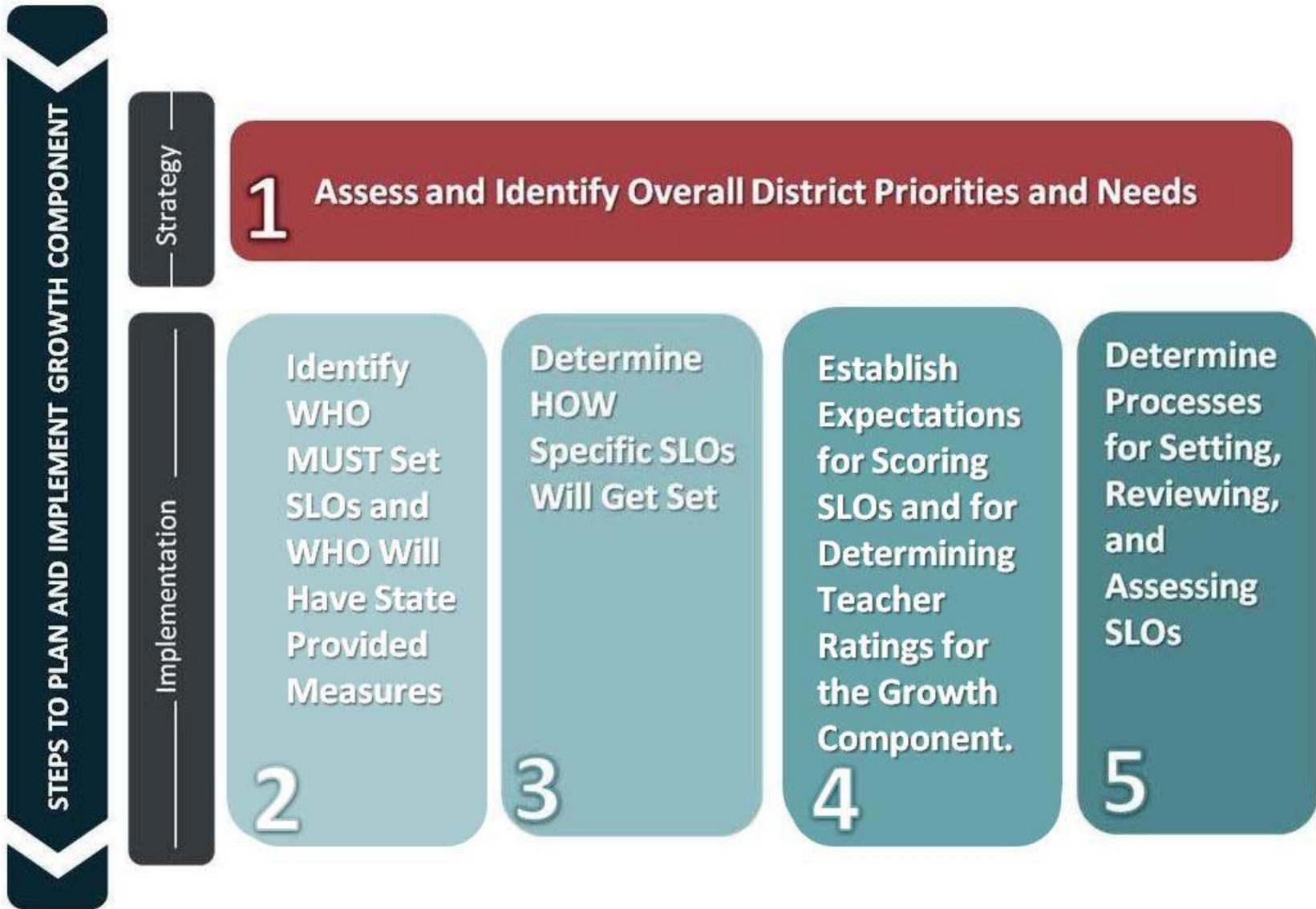
Example of an SLO

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	<ol style="list-style-type: none"> Spanish I summative assessment results from students in 2011-12. District-wide pre-assessment administered at the beginning of the school year. District-wide summative assessment administered at the end of the school year. 			
Baseline	<ol style="list-style-type: none"> All students had 2011-12 Spanish I results that demonstrated scores of proficient or higher in all basic vocabulary and grammar. 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.			

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Overall Districts Steps to Plan and Implement SLOs for the Growth Component



District Step 1: Assess and Identify Overall Priorities and Needs.

Determine District-wide 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 within the Growth Component SLO process how prescriptive the District will be (e.g., set specific goals district-wide for some subjects, provide metrics based on common assessments, set specific or generic HEDI expectations) and where decisions will be made by principals, or principals with teachers.

District Step 2: Identify who **WILL** have State-provided growth measures and who **MUST** have SLOs as “comparable growth measures.”

50 – 100% Students Covered by State-Provided Growth Measures

These teachers will receive a Growth Score from the State (20-25 evaluation points).

E.g., 4-8 ELA, Math, Common Branch teachers

0 – 49% Students Covered by State-Provided Growth Measures

These teachers MUST have SLOs (20 evaluation points).

1. If any course/section has State-provided growth measures, at least 1 SLO MUST use it.
2. SLOs MUST cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.
3. If any of the largest courses have a State assessment (but do not have State-provided growth measures), the State assessment MUST be used as evidence in the SLO.

E.g., Many high school teachers, K-3 teachers, teachers with mix of sections with/without State-provided growth measures (e.g., two 7th grade math classes and three science classes)

District Step 2: CONTINUED: For those with SLOs, Districts **MUST** use these **rules** for how many SLOs based on what assessments.

Teachers by Grade and Subject:	Growth is State-provided SGP/VA	Growth is SLO
K-2 Teachers	<i>Future Possibly</i>	<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	<i>Future Possibly</i>	<ul style="list-style-type: none"> - 1 SLO for ELA (literacy and writing) - 1 SLO for Math - (unless teacher focuses on single subject area) <i>(must use State assessment)</i>
4-8 Common Branch/ ELA/Math Teachers	YES	N/A
4-8 Science and Social Studies Subject Teachers	<i>Future Likely</i>	<ul style="list-style-type: none"> - 1 SLO for each subject/assessment - <i>SLOs must cover classes with largest numbers of students until majority of students are covered.</i>
4-8 Other Subject Teachers	NO	<ul style="list-style-type: none"> - <i>Grade 4 and Grade 8 Science must use a State assessment as evidence.</i> - <i>Grades 6-7 Science and 6-8 Social Studies must use a State-approved 3rd party assessment or Regents equivalents, or a District, regional, or BOCES-developed assessment as evidence.</i>
9-12 Regents Subjects and Regents Equivalents	As Available	<ul style="list-style-type: none"> -1 SLO for each subject/assessment - <i>SLOs must cover classes with largest numbers of students until majority of students are covered.</i>
9-12 Other Subject Teachers	NO	<ul style="list-style-type: none"> - <i>(must use Regents assessments where applicable)</i>
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 SLOs will be used. - First, SLOs must use SGP/VA where available; then create SLOs for largest sections without SGP/VA until majority of students are covered.

District Step 2: CONTINUED.

Teachers by Setting:	Growth is State-provided SGP/VA	Growth is SLO
Self-Contained Teachers (ESL/Bilingual, students with disabilities)	Yes, if $\geq 50\%$ of students are covered by SGP/VA	If $< 50\%$ covered by SGP/VA, then SLOs will be used: -1 SLO for ELA (literacy and writing) -1 SLO for Math -(unless teacher focuses on another subject area) <i>(must use State assessment where applicable)</i>
Any Co-Teachers <i>- Both teachers must have the same growth measures</i>	As applicable, and as NYSED can track multiple teachers of record	If district cannot track multiple teachers of record, then SLOs will be used: -For Common Branch teachers: 1 SLO for ELA (literacy and writing) and 1 SLO for Math - For other subject area focus teachers: set SLO for relevant area <i>(must use State assessment where applicable)</i>
Any Push-In, Pull-Out (AIS, SWD, ESL, etc)	As applicable, NYSED has teacher of record rules for dosage	If no State-provided measure, then SLOs will be used: -1 SLO for subject area focus -Or consider using group/team growth on State assessment; collaborative goal-setting with classroom teachers <i>(must use State assessment where available)</i>

District Step 2: CONTINUED.

Teachers with Students Taking These Assessments:	Growth is State-provided SGP/VA if:	Growth is SLO if:
NYSESLAT	<ul style="list-style-type: none"> • 50% or more of students in teacher's course load take State ELA assessment OR • 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 their SLOs using NYSESLAT as evidence. (Additional SLOs are still also set for ELA (literacy and writing) and must use State assessment where applicable.) • Teacher is ESL specialist and NYSESLAT is most appropriate measure of student learning.
NYSAA	<ul style="list-style-type: none"> • 50% or more of students in teacher's course load take State assessments 	<p>If this is a teacher required to set SLOs, then teacher will set 1 of their SLOs using NYSAA performance assessment as evidence. Additional SLOs are also set based on subject area taught (e.g., ELA, Regents, Math).</p>

District Step 3: Determine District Rules for How Specific SLOs Will Get Set.

Will District require the use of existing, common District-wide assessments for any specific grade/subject?

Yes

No

Are there grades/subjects where the District wants to prioritize buying or creating additional District-wide assessments?

Are there groups of teachers where school-or-BOCES-wide, group, or team results based on State assessments are most appropriate? *(note: cannot use this option for teachers with a State or Regents assessment or teachers of 6-7 Science or 6-8 Social Studies)*

What will the District require for any remaining teachers who are not yet covered?

Identify which grades / subjects and assessments:

1. From NYSED's list of approved State or 3rd party?
2. District , regional, or BOCES-developed?

Keep in Mind:

- Districts may wish to collaborate to create common assessments to increase coverage. E.g., some Districts are developing standards-based rubrics that can be applied to a range of performance tasks or to assess growth based on student work.
- Districts are encouraged to increase the number of high-quality assessments that are utilized across grades/subjects within their District.

District Step 3: EXAMPLE K-8 District Decision Chart

Note: This chart is for illustrative purposes and does not contain a complete list of grades/subjects. This chart represents the choices of a hypothetical district with example decisions.

	GROWTH MEASURE
K	<p>1 SLO with 3rd party assessment from NYSED's State-approved list (e.g., Terra Nova): ELA (literacy and writing)</p> <p>1 SLO with 3rd party assessment (e.g., Terra Nova): Math</p>
1st	<p>1 SLO with 3rd party assessment (e.g., Terra Nova): ELA (literacy and writing)</p> <p>1 SLO with Terra Nova: Math</p>
2nd	<p>1 SLO with 3rd party assessment (e.g., Terra Nova): ELA (literacy and writing)</p> <p>1 SLO with 3rd party assessment (e.g., Terra Nova): Math</p>
3rd	<ul style="list-style-type: none"> • 1 SLO with 3rd grade ELA State assessment and 1 SLO with Math State assessment (ELA/Math/Common Branch teachers) • SLO with school-wide results based on State assessment (all other teachers)
4th – 5th	<ul style="list-style-type: none"> • SGP/VA from State (ELA/Math/Common Branch) • SLO with State assessment (4th Science) • SLO with 3rd party assessment (e.g., Terra Nova) (5th Science, 4th and 5th Social Studies teachers) • SLO with district-developed assessment (all remaining subject teachers)
6th – 8th	<ul style="list-style-type: none"> • SGP/VA from State (ELA/Math teachers) • SLO with State assessment (8th Science teachers) • SLO with district-developed assessment (6th and 7th Science, 6th, 7th, and 8th Social Studies teachers, Art teachers, Music teachers) • SLO with school-wide results based on State assessment (all other teachers)

District Step 3: EXAMPLE High-School District Decision Chart

Note: This chart is for illustrative purposes and does not contain a complete list of grades/subjects. This chart represents the choices of a hypothetical district with example decisions.

	GROWTH MEASURE
9th – 12th	<ul style="list-style-type: none">• SLO with State assessments (<i>until there is a State-provided growth measure available</i>) for teachers where a Regents course is one of their largest courses<ul style="list-style-type: none">- All Regents courses, Regents equivalents • SLO with district-developed assessments:<ul style="list-style-type: none">- Art teachers (all)- CTE teachers (all)- ELA (literacy and writing) teachers (all non-Regents)- Health teachers (all)- LOTE teachers (all non-Regents)- Math teachers (all non-Regents)- Science (all non-Regents)- Social Studies teachers (all non-Regents) • SLO with school-wide results based on State assessment (all remaining subject teachers)

District Step 4: Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.

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	Measures of student growth
Ineffective	Results are well-below state average for similar students (or district goals if no state test).	0-2
Developing	Results are below state average for similar students (or district goals if no state test).	3-8
Effective	Results meet state average for similar students (or district goals if no state test).	9-17
Highly Effective	Results are well-above state average for similar students (or district goals if no state test).	18-20

District Step 4: Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.

Scoring SLOs which incorporate a State-provided 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 measure:

7th grade ELA and drama teacher with <50% of students covered by State-provided growth on the ELA State assessment. Teacher must set at least one SLO using a State-provided growth measure. Teacher will set additional SLOs for the largest courses taught until the majority of students are covered.

This teacher's SLO that uses a State-provided measure:

Target(s) and HEDI Scoring	1. All of my 7 th grade ELA students will demonstrate growth at least equal to the average of similar students State-wide on the 7 th 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: 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.

District Step 4: Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.

TARGETS: How will targets get set when an SLO does not incorporate a State-provided growth measure?

Three Examples (of many possible approaches):

1. Set a target for the average % 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. Targets differ by each student's baseline starting point (Performance Level 1-4). 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 % of students make their specific level of acceptable growth or better.

District Step 4: Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.

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

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

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%+

District Step 4: Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.

Results of multiple SLOs **must** 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.

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

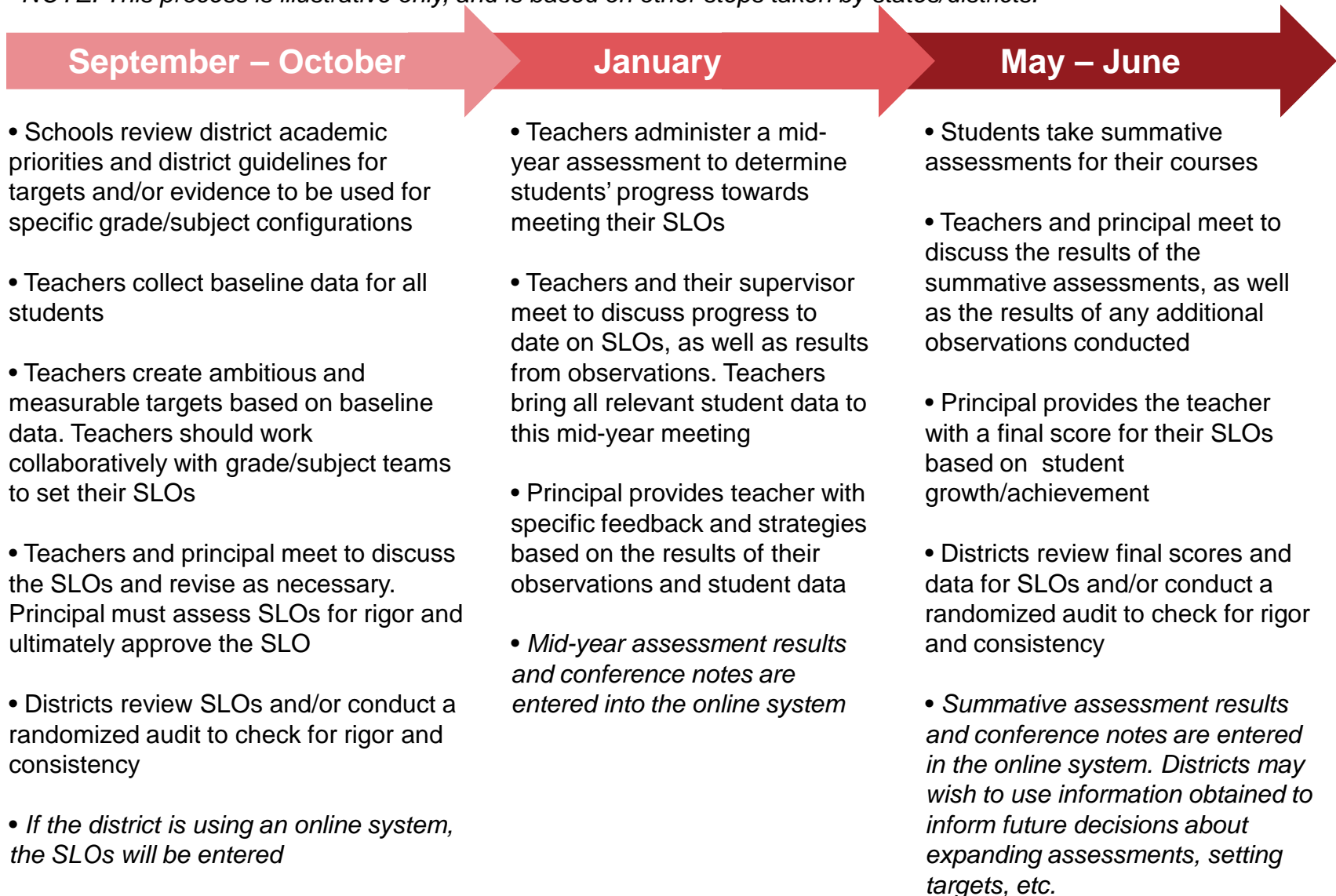
District Step 5: Determine District-wide processes for setting, reviewing, and assessing SLOs in schools.

Areas to Consider:

- What decisions are made at the District level and what are made in schools by principals, and/or principals with teachers?
- Annual cycle of goal-setting, progress and results meetings for SLOs.
- How will Districts ensure consistency and rigor across classrooms? Will District approve all SLOs, a sample?
- Training and resources for principals and teachers (e.g., norming activities, inter-rater reliability, etc).
- Determine where data gets stored.
- As noted in 30.2.3(b)(3), Districts **MUST** address assessment security issues, and create processes (e.g., distributed scoring) to ensure that any assessments, including those used as evidence within SLOs, are not scored by teachers and principals with a vested interest in the outcome of the assessments they score.

District Step 5: Determine District-wide processes for setting, reviewing, and assessing SLOs in schools.

NOTE: This process is illustrative only, and is based on other steps taken by states/districts.



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SLOs as Locally-Selected Measure Option

NOTE: Nothing herein is meant to abrogate any collective bargaining rights provided under an applicable law, existing collective bargaining agreement, or judicial ruling.

- SLOs are an option for locally-selected measures, but only for teachers in a grade or subject without a State-approved Growth or Value-Added model. (Note: Local SLOs must be different than the Growth SLOs used in the Growth subcomponent).
- SLOs for local **must** include the same basic components as those for growth (see slide 7)
- Districts **must** set clear expectations for targets and scoring for the “local measures of student achievement” within the context of the Regulations:

Level	Local assessment growth or achievement	Local measures of student achievement
Ineffective	Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	0-2
Developing	Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	3-8
Effective	Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	9-17
Highly Effective	Results are well-above District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	18-20

SLOs as Locally-Selected Measure Option (continued)

- 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 within a growth or locally-selected measure.
- Districts **MAY** want to align their processes around SLOs in schools for both growth and local.

EXAMPLE K-8 District Decision Chart with SLOs as Locally-Selected Measure

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	GROWTH MEASURE	LOCALLY-SELECTED MEASURE
K	<p>1 SLO with 3rd party assessment from NYSED’s State-approved list (e.g., Terra Nova): ELA</p> <p>1 SLO with 3rd party assessment (e.g., Terra Nova): Math</p>	SLO with District-developed writing assessment
1st	<p>1 SLO with 3rd party assessment (e.g., Terra Nova): ELA</p> <p>1 SLO with Terra Nova: Math</p>	SLO with District-developed writing assessment
2nd	<p>1 SLO with 3rd party assessment (e.g., Terra Nova): ELA</p> <p>1 SLO with 3rd party assessment (e.g., Terra Nova): Math</p>	SLO with District-developed writing assessment
3rd	<ul style="list-style-type: none"> • 1 SLO with 3rd grade ELA State assessment and 1 SLO with Math State assessment (ELA/Math/Common Branch teachers) • SLO with school-wide results based on State assessment (all other teachers) 	SLO with 3 rd party assessment from NYSED’s State-approved list (e.g., Terra Nova): ELA, Math, Science, and Social Studies
4th – 5th	<ul style="list-style-type: none"> • SGP/VA from State (ELA/Math/Common Branch) • SLO with State assessment (4th Science) • SLO with 3rd party assessment (e.g., Terra Nova) (5th Science, 4th and 5th Social Studies teachers) • SLO with district-developed assessment (all remaining subject teachers) 	School-wide growth 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.
6th – 8th	<ul style="list-style-type: none"> • SGP/VA from State (ELA/Math teachers) • SLO with State assessment (8th Science teachers) • SLO with district-developed assessment (6th and 7th Science, 6th, 7th, and 8th Social Studies teachers, Art teachers, Music teachers) 	School-wide growth 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.

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	GROWTH MEASURE	LOCALLY-SELECTED MEASURE
9 th – 12 th	<ul style="list-style-type: none"> • SLO with State assessments (<i>until there is a State-provided growth measure available</i>) for teachers where a Regents course is one of their largest courses <ul style="list-style-type: none"> - All Regents courses, Regents equivalents • SLO with district-developed assessments: <ul style="list-style-type: none"> - Art teachers (all) - CTE teachers (all) - ELA (literacy and writing) teachers (all non-Regents) - Health teachers (all) - LOTE teachers (all non-Regents) - Math teachers (all non-Regents) - Science (all non-Regents) - Social Studies teachers (all non-Regents) • SLO with school-wide results based on State assessment (all remaining subject teachers) 	<ul style="list-style-type: none"> • For all courses/sections culminating with a State assessment that include any English Language Learners and/or any students with disabilities: <ul style="list-style-type: none"> - SLO with a focus on growth of ELLs and students with disabilities on State assessment - Additional SLO(s) using NYSESLAT and NYSAA (as applicable) • For all other courses/sections that do not culminate with a State assessment and/or do not include any ELLs/students with disabilities: <ul style="list-style-type: none"> - School-wide growth results based on locally computed measure based on District developed assessments

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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 within the student learning objective. Growth is determined by student learning as they progress 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; do not have to use an identical assessment for determining progress from baseline to target, could 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, such as teacher with semester long courses).

Mastery: A student learning objective 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 % 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.

Target: The numerical outcome expected at the end of the instructional period for student learning.

State-Provided growth or value-added measures: NYSED will provide for all teachers whose students take State assessments in grades 4-8, ELA/Math a teacher growth score comparing the gain their students made between two points in time to the gains made by students with similar academic and other characteristics across the State.

Overview of This Road Map

- **Background and Basics of SLOs**
- **District Steps to Plan and Implement SLOs for the Growth Component of Teacher Evaluation**
 1. Assess and identify priorities and needs.
 2. Identify who will have State-provided growth measures and who must have SLOs as “comparable growth measures.”
 3. Determine District rules for how specific SLOs will get set.
 4. Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.
 5. Determine District-wide processes for setting, reviewing, and assessing SLOs in schools.
- **SLOs as Locally-Selected Measure Option**
- **Appendix**
- **Next Steps from NYSED**

Next Steps from NYSED

December 2011 – January 2012

- Webinar 1: basics and principles, roles, fit within the system, and district steps
- Webinar 2: rules, process decisions, evaluating content/evidence/rigor, how to set scoring
- Further Guidance
- NTI Training

February 2012 – June 2012

- Pilot
- Webinar 3: Responses to Questions from the Field
- Additional tools, resources, exemplars in response to field needs
- Further Guidance
- NTI Training

Summer 2012

- Continued NTI Training
- Additional tools, resources, exemplars in response to field needs
- Further Guidance