

NEW YORK STATE EDUCATION DEPARTMENT



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

Revised August 2013

SLO RESOURCES:

SLO Resources Page on EngageNY: <http://www.engageny.org/resource/student-learning-objectives/>

SLO Samples:

These are sample SLOs from the field, representing a wide-array of grades and content areas. Understanding that high quality implementation is achieved through modeling and feedback, these samples have been annotated, indicating notes of alignment to best practice in each SLO.

SLO webinars:

- **SLO 101 for Teachers:**
This video provides an introduction to SLOs. By watching the video, you will both learn the elements of an SLO and understand the available resources.
- **SLO 102 for Teachers:**
This video provides an introduction to the new Multi-State SLO rubric to measure SLO quality.
- **SLO 103 for Teachers:**
This video covers how to develop an SLO using past performance trends and student historical data.
- **50% Rule for Teachers:**
This video explains how to determine whether or not you will write SLOs and when needed, for which courses.
- **School-Wide SLOs:**
This video covers how to develop a school-wide SLO for those educators who need to use this option according to their district decisions.
- **SLOs for Librarians:**
This video describes SLO development for librarians.
- **SLOs for Students Taking the New York State Alternate Assessment (NYSAA):**
This video gives an overview of the content required for each element of the SLO for teachers working with students who are assessed using the New York State Alternate Assessment (NYSAA). This video could also be referenced for those teachers who have small class sizes and are looking for an alternative approach to target setting.
- **SLO 101 for Principals:**
This video explains the basics of SLOs for principals, and what might be different from the SLOs that teachers are developing.
- **SLO 102 for Principals:**
This video explains how principals determine how many SLOs are required for them to meet the 30% rule.
- **SLO Results Analysis I:**
The SLO Results Analysis webinar provides practical steps for successfully closing out SLOs and considerations for reflection and strategic planning for the upcoming school year. Included with this webinar is a SLO calculator tool for districts/BOCES to download and adapt for use.
- **SLO Results Analysis II:**
This webinar provides practical steps for utilizing and understanding the HEDI calculator's capabilities. Included with this webinar is a HEDI calculator for Individual Staff Members and a HEDI calculator with Summary Report Generator.

SLO Implementation Resources:

- [**SLO Template:**](#)
This template is the required New York State SLO template to be used by all teachers and principals for APPR purposes.
- [**Reform Support Network Student Learning Objectives Toolkit:**](#)
The toolkit consists of a narrative document that outlines a four-stage quality control framework, describes how States and districts are addressing common challenges related to quality SLO implementation, and features links to templates, guidance documents and other tools.
- [**Draft Multi-State SLO Rubric:**](#)
Evaluators and educators are encouraged to use this rubric to measure the quality of the information provided by educators on the NYS SLO Template.

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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 for particular educators, 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 performance will comprise 40% of teacher and principal evaluations. The 40% of teacher and principal evaluations connected to student performance 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 (proposal will be revisited for the 2014-15 school year): 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; 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 and BOCES must set their expectations for the HEDI ratings and scoring.
- **Rationale:** why choose this learning content, evidence and target?

SLO Template that Includes all of the Basic Elements:

New York State Student Learning Objective Template

All SLOs MUST include the following basic elements:																				
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>																			
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>																			
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>																			
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>																			
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>																			
Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																			
HEDI Scoring	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																			
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE	
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																			

For more SLO examples, as well as a downloadable template, please see our SLO resources on EngageNY at the following link: <http://www.engageny.org/resource/student-learning-objectives/>

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 performance 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 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.

- Keep in mind that teachers who teach core subjects, which are defined in section 30-2.5 of the Rules of the Board of Regents as teachers in science and social studies in grades 6-8 and high school courses in ELA, math, science and social studies that lead to a Regents examination in the 2010-2011 school year, or a State assessment in the 2012-2013 school year or thereafter may not use SLOs with school- or BOCES-wide, group, or team results.

LOCALLY SELECTED MEASURES (20%):

For the local 20%, Districts must choose from the 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 and processes for setting, reviewing, and assessing SLOs in schools.
- Establish which decisions are made at the District level versus at the school level (e.g., by principals, by principals with teachers, by other school leaders such as coaches or department chairs).
- Expectations for scoring SLOs and for determining final teacher ratings for the growth component, within State rules.
- 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.
- 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 SLO(s) 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.

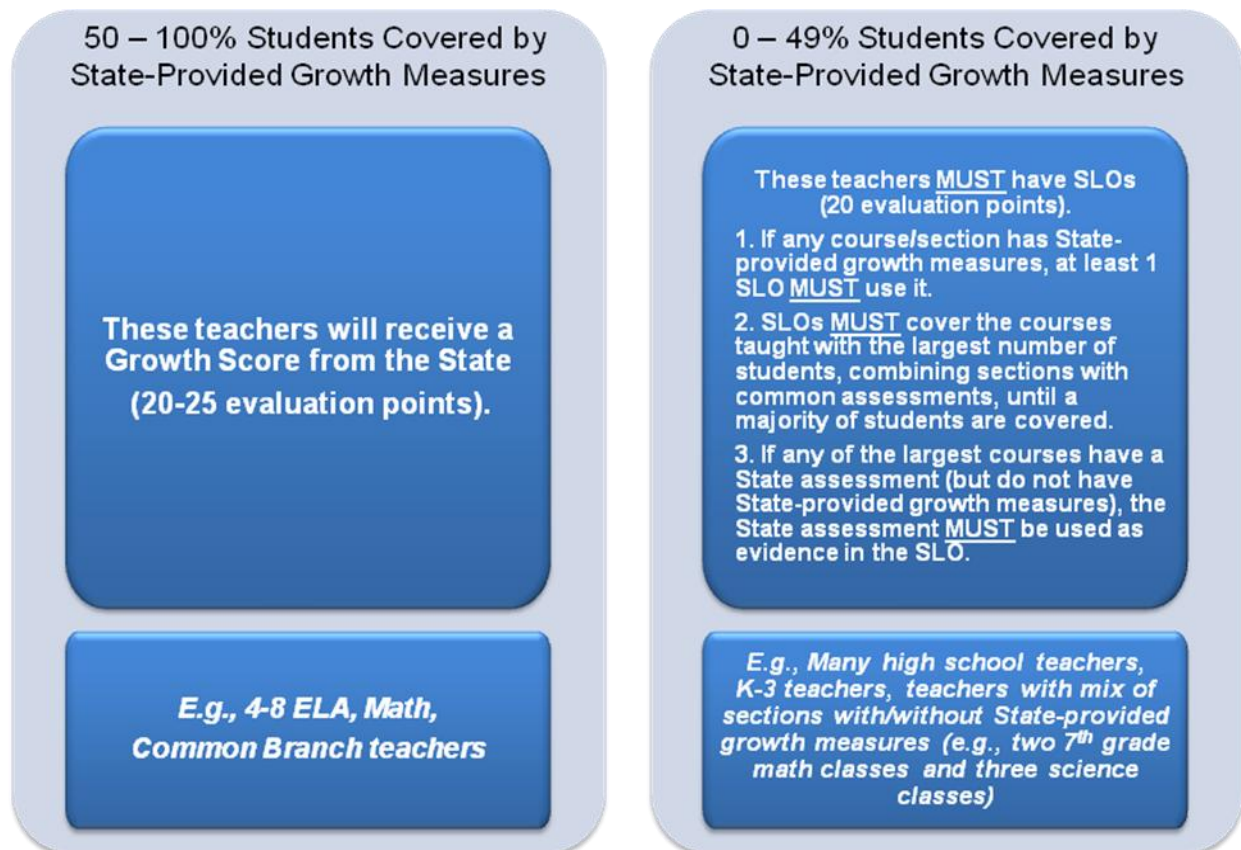
Teachers (in the context of State Regulations and framework, District decisions, and school decisions) determine the following:

- Set SLOs and targets based on District requirements set forth in the approved APPR plan (see: <http://usny.nysed.gov/rttt/teachers-leaders/plans/home.html> for all approved APPR plans) and any 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: Number of students with State-provided growth score/VA growth measure is $\geq 50\%$ of class; and is $>$ minimum N size required for valid result	- SLOs must measure 2 points in time for same students. - SLOs must cover largest courses taught until $\geq 50\%$ of students are included in a teacher’s SLOs. - If any course 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 (e.g., 3rd grade ELA (literacy and writing), Math; Science Grade 4 and Grade 8; 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.
K-2 Teachers		1 SLO for ELA (literacy and writing) 1 SLO for Math (unless teacher focuses on single subject area)
3 Teachers		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	State-provided growth/VA applies if: Number of students with state-provided growth score/VA growth measure is $\geq 50\%$ of class; and is $>$ minimum N size required for valid result	NYSED recommends that all educators with students close to the minimum “n” size also set SLOs for comparable growth measures, in case there are not enough students, not enough scores or are unforeseen issues with the data to generate a State-provided growth score.
4-8 Science and Social Studies Teachers (not Common Branch)		1 SLO for each subject/assessment - SLOs must cover courses with largest numbers of students until a majority of students are covered - Must use 4, 8 State Science assessment as evidence in grades 4, 8 respectively - Grades 6-7 Science and 6-8 Social Studies must use a State-approved 3 rd party assessment or Regents equivalents, or a District, regional, or BOCES-developed assessment as evidence.

4-8 Other Subject Teachers		1 SLO for each subject/assessment - SLOs must cover courses with largest numbers of students until a majority of students are covered
9-12 Core Subjects, Regents Subjects and Regents Equivalents		1 SLO for each subject/assessment - SLOs must cover courses 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		1 SLO for each subject/assessment - SLOs must cover courses with largest numbers of students until a majority of students are covered
Teachers with a Mix of Courses With/ Without State-Provided Growth Measures	State-provided growth/VA applies if: Number of students with state-provided growth score/VA growth measure is $\geq 50\%$ of class; and is $>$ minimum N size required for valid result	- 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 courses without SGP/VA until majority of students are covered
Self-contained Teachers (ESL/Bilingual, students with disabilities)	State-provided growth/VA applies if: Number of students with state-provided growth score/VA growth measure is $\geq 50\%$ of class; and is $>$ minimum N size required for valid result	If $< 50\%$ covered by SGP/VA and/or $<$ minimum N size required, then SLOs will be used: 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	State-provided growth/VA applies if: Number of students with state-provided growth score/VA growth measure is $\geq 50\%$ of class; and is $>$ minimum N size required for valid result	If $< 50\%$ covered by SGP/VA and/or $<$ minimum N size required, then SLOs will be used: - 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"	If no State-provided measure, then SLOs will be used: 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	State-provided growth/VA applies if: Number of students with state-provided growth score/VA growth measure is $\geq 50\%$ of class; and is $>$ minimum N size required for valid result	- 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

	If NYSED develops a growth measure from NYSESLAT (in the future)	For further guidance use the SLO Roadmap for ESL and Bilingual Education Teachers
Any teacher with students who take the NYSAA	State-provided growth/VA applies if: Number of students with state-provided growth score/VA growth measure is $\geq 50\%$ of class; and is $>$ minimum N size required for valid	- 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). - For further guidance view the SLO for Special Education Teachers with Students taking the NYSAA webinar
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	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. Please see Question D27 of the APPR Guidance document.

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 baseline evidence, but multiple sources are allowable.
- Each SLO must utilize one summative assessment.
- If a course 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](#)
 - 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 for some educators, 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. Please note that this depends on how a District has coded these providers within the Student Management System.

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:

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 Regents¹. For 2012-13 and for 2013-14, 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.

¹ Based on the arguments presented in the NYC arbitration proceeding held on May 30 and 31 and pursuant to his authority in Education Law §3012-c(2)(a), the Commissioner imposed new proportional scoring ranges for use in NYC for the 2013-2014, 2014-2015, 2015-2016 and 2016-2017 school years. Please see the link below for a description of these scoring ranges: <http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf>.

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 scoring², varying only the applicable grade/subject:

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.

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

Four Examples: (of many possible approaches):

1. Set a minimum rigor expectation for the minimum acceptable score all students must achieve across entire course.
2. Set a “half to 100” or “close the gap” target for the score gain from baseline to post-assessment across entire course.
3. Acceptable growth differs by each student’s starting point. Districts can choose to have teachers set individual student targets.
4. Districts can determine what level of growth is acceptable for each range of baseline levels and set banded targets. 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	NO	YES	YES
START: 3	NO	NO	YES	YES
START: 4	NO	NO	YES	YES

Targets are set based on the percentage of students needing to make their specific level of acceptable growth or better.

² Based on the arguments presented in the NYC arbitration proceeding held on May 30 and 31 and pursuant to his authority in Education Law §3012-c(2)(a), the Commissioner imposed new proportional scoring ranges for use in NYC for the 2013-2014, 2014-2015, 2015-2016 and 2016-2017 school years. Please see the link below for a description of these scoring ranges: <http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf>.

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:

(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 Regulation³.)

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. 85-100% of students met their targets.
Effective	9-17	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations. 70-84% of students met their targets.
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. 30-69% of students met their targets.
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. Less than 29% of students met their targets.

Example 2: Quantified: could apply across grades/subjects or could be course-specific

ILLUSTRATIVE

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

³ Based on the arguments presented in the NYC arbitration proceeding held on May 30 and 31 and pursuant to his authority in Education Law §3012-c(2)(a), the Commissioner imposed new proportional scoring ranges for use in NYC for the 2013-2014, 2014-2015, 2015-2016 and 2016-2017 school years. Please see the link below for a description of these scoring ranges: <http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf>.

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 down⁴.

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)	17/20 points - Effective	15/20 points - Effective	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% = 6.8 points	15 points x 33% = 5 points	19 points x 27% = 5.06 points
OVERALL GROWTH COMPONENT SCORE (round to the nearest whole number; $\geq .5$ rounds up and $< .5$ rounds down): 16.86 points; rounded to 17 points, Effective			

*Please see the SLO Results Analysis Webinars for more information on a HEDI calculator that will help with these calculations.
<http://www.engageny.org/resource/student-learning-objectives/>

⁴ Please see Question M32 of the [APPR Guidance document](#) for more information on rounding

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 pages [11-14](#)).
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 quality of 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 baselines do on particular assessments (e.g., how a student scores on the 8th grade test and is then expected to score 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 at the school level (e.g., by principals, by principals with teachers, by other school leaders such as coaches or department chairs).
 - 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. Many of these resources can be found on www.engageny.org
 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.
 - A 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.
- **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:

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 Regents⁵. For 2012-13 and for 2013-14, 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.

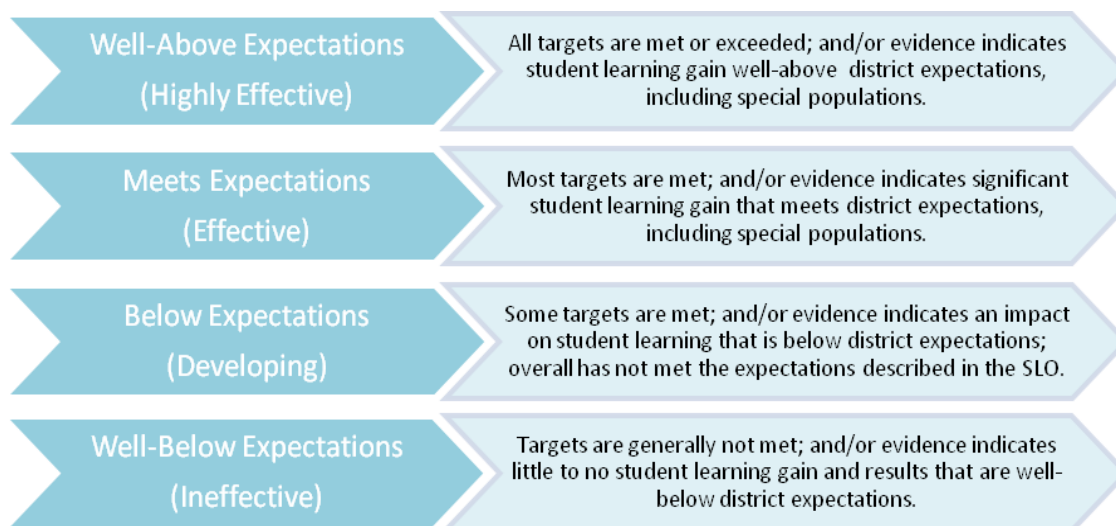
⁵ Based on the arguments presented in the NYC arbitration proceeding held on May 30 and 31 and pursuant to his authority in Education Law §3012-c(2)(a), the Commissioner imposed new proportional scoring ranges for use in NYC for the 2013-2014, 2014-2015, 2015-2016 and 2016-2017 school years. Please see the link below for a description of these scoring ranges: <http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf>.

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 State-determined scoring bands⁶. 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-wide Minimum Rigor Target):

- Each SLO has a baseline and target for what would reflect the “Meets” level of performance.
- Individual students either meet/do not meet the class-wide SLO target.
- 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.



⁶ Based on the arguments presented in the NYC arbitration proceeding held on May 30 and 31 and pursuant to his authority in Education Law §3012-c(2)(a), the Commissioner imposed new proportional scoring ranges for use in NYC for the 2013-2014, 2014-2015, 2015-2016 and 2016-2017 school years. Please see the link below for a description of these scoring ranges: <http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf>.

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 Living Environment Regents
- 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 $90/110 = \text{approx. } 82\%$ of students covered).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	85-90%	84%	83%	82%	81%	80%	78-79%	76-77%	74-75%	70-73%	64-69%	57-63%	50-56%	43-49%	37-42%	30-36%	21-29%	11-20%	0-10%

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 8th grade science test - 60% mastered standards covered in first chapter test in September	90% students will meet the district minimum rigor expectation of a score of proficient or higher (65 or higher) on the District-created Living Environment assessment for non-regents courses	92% passed, including all students with disabilities	- Meets - 19, Highly Effective
2 Living Environment (Regents) sections with 20 students in each	- Historically 88% of Regents students pass the test the first time they take it - 80% of students across both sections scored proficient or better on 8th grade science test - 90% mastered standards covered in first chapter test in September	-80% of students will grow to score 65 or better on Living Environment Regents	- 80% scored 65 or better	- Meets - 13, Effective

Overall Growth Component Rating	Effective: 16 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
	Step 1: (assess results of each SLO separately)	19/20 points - Highly Effective	13/20 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)			
19 points x 56% = 10.64 points			
13 points x 44% = 5.72 points			
OVERALL GROWTH COMPONENT SCORE: 16.36 points; rounded to 16 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).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

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 the District-developed 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 will grow one level from their district-developed pre-assessment score.	- 76% of students grew one level on their district-developed summative assessment	- Meets - 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.		
			SLO 1	SLO 2
		Step 1: (assess results of each SLO separately)	16/20 points - Effective	11/20 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% = 8.8 points	11 points x 45% = 4.95 points
		OVERALL GROWTH COMPONENT SCORE: 13.75; rounded to 14 points, Effective		

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%	30-69%	70-84%	85%+

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

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 showed growth to mastery 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%	30-69%	70-84%	85%+

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

TARGET (As Approved by Evaluator)	ACTUAL RESULTS	EVALUTOR RATING AND PROPORTIONAL WEIGHT
80% of 6 th grade students will demonstrate growth to 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	• 13 points, Effective • 60 students / 110 TOTAL students = 55% of overall
80% of 7 th grade students will demonstrate growth to mastery of 75% or more 7 th grade health, physical education, and consumer sciences course standards as measured by the consortium year-end assessment.	96% met target of 75%+ mastery	• 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.		
	SLO 1	SLO 2
Step 1: (assess results of each SLO separately)	13 /20 points - Effective	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% = 7.15 points	20 points x 45% = 9 points
OVERALL GROWTH COMPONENT SCORE: 16.15; rounded to 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	0-29%	30-69%	70-84%	85%+

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

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%+

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100 %	94-97 %	90-93 %	88-89 %	86-87 %	84-85 %	82-83 %	80-81 %	78-79 %	76-77 %	74-75 %	70-73 %	65-69 %	60-64 %	55-59 %	50-54 %	45-49 %	41-44 %	31-40 %	21-30 %	0-20 %

TARGET (As Approved by Evaluator)	ACTUAL RESULT	EVALUATOR RATING AND PROPORTIONAL WEIGHT			
Students will demonstrate growth at least equal to the average 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.	9 points, Effective 30 students / 72 TOTAL students = 42% of overall			
Students will demonstrate growth at least equal to the average 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.	5 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.	10 points, Effective 12 students / 72 TOTAL students = 17% of overall			
OVERALL GROWTH COMPONENT RATING	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	SLO 3	
	Step 1: (assess results of each SLO separately)	9/20 - Effective	5/20 - Developing	10/20 - 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)	9 points x 42% = 3.78 points	5 points x 42% = 2.1 points	10 points X 17% = 1.7 points	
	OVERALL GROWTH COMPONENT SCORE: 7.58 rounded to 8 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
- 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.

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%	30-69%	70-84%	85%+

HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING							INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

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.	83% met target of 75%+ mastery	• 16 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.	67% met target of 85%+ mastery	• 8 points, Developing • 86 students / 140 TOTAL students = 61% of overall	
OVERALL GROWTH COMPONENT SCORE:	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
	Step 1: (assess results of each SLO separately)	• 16/20 • Effective	• 8/20 • 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)	16 points x 39% = 6.24 points	8 points x 61% = 4.88 points
	OVERALL GROWTH COMPONENT SCORE: 11.12 rounded to 11 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 course.
- 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	NO	YES	YES
START: 3	NO	NO	YES	YES
START: 4	NO	NO	YES	YES

Note: Levels are illustrative

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%	30-69%	70-84%	85%+

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

Note: Levels are illustrative

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Average Points	≤.59	.60 - .90	.91 – 1.9	2.0+

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, students' performance is again rated using the BOCES-developed performance task to determine student growth. The performance task will not be scored by a teacher with vested interest. 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	0	1	2
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	≤.59	.60 - .90	.91 – 1.9	2.0+

HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING							INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
2.9-3.0	2.5-2.8	2.0-2.4	1.9	1.8	1.7	1.6	1.5	1.4	1.3	1.1-1.2	.91-1.0	.86-.90	.80-.85	.76-.79	.70-.75	.66-.69	.60-.65	.40-.59	.20-.39	0-.19

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	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 1 points each = 25 points 4) Total = 5 students x 2 points	Average Points = 130 points / 75 students = 1.73 points which rounds to 1.7 points. 1.7 points is in the Effective range on the District-provided matrix.

	Level 4. 5) 10 began Level 4, ended Level 4.	each = 10 points 5) Total = 10 students x 2 points each = 20 points Grand Total = 130 points for all 75 students	This teacher's rating is then EFFECTIVE, 15 points (9-17 point range).
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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.

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	NO	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%	30-69%	70-84%	85%+

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

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. Students at the highest level are expected to maintain this level.	0-40%	41-69%	70-89%	90%+

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100 %	94-97 %	90-93 %	88-89 %	86-87 %	84-85 %	82-83 %	80-81 %	78-79 %	76-77 %	74-75 %	70-73 %	65-69 %	60-64 %	55-59 %	50-54 %	45-49 %	41-44 %	31-40 %	21-30 %	0-20 %

TARGET (As Approved by Evaluator)	ACTUAL RESULT	FINAL RATING		
All students will demonstrate the following growth on the 3 rd grade State ELA assessment: - 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.	1) 1 Level 1 increased at least 1 Level. 2) 1 Level 1 remained a Level 1 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.	(use District matrix) 3/5 students met targets % Meets = 60% 7 points, DEVELOPING		
All students will demonstrate the following growth on the 3 rd grade State Math assessment: - 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.	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.	(use District matrix) 5/5 students met targets % Meets = 100% 20 points, HIGHLY EFFECTIVE		
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. Students at the highest level will maintain this level.	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.	(use District matrix) 7/7 students met target % Meets = 100% 20 points, HIGHLY EFFECTIVE		
OVERALL GROWTH COMPONENT RATING	Effective: 16 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)	• 7/20 points • Developing	• 20/20 points • Highly Effective	• 20/20 points • Highly Effective
	Step 2: (weight each SLO	5 students / 17 TOTAL	5 students / 17 TOTAL	7 students/ 17 TOTAL

	proportionately)	students = 29% of overall	students = 29% of overall	students = 41% of overall
	Step 3: (calculate proportional points for each SLO)	7 points x 29% = 2.03 points	20 points x 29% = 5.8 points	20 points X 41% = 8.2 points
	OVERALL GROWTH COMPONENT SCORE: 16.03 rounded to 16			

SAMPLE MODEL 4 (Half to 100 or Closing the Gap):

- 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:

$$\text{Final percentage of students who met SLO} = \# \text{ of students who met specified growth} / \text{total \# of students in SLO}$$

- 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%	30-64%	65-84%	85%+

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 (in ELA and in 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

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%	30-64%	65-84%	85%+

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	91-94 %	85-90 %	84 %	83 %	82 %	81 %	80 %	78-79 %	76-77 %	74-75 %	70-73 %	64-69 %	57-63 %	50-56 %	43-49 %	37-42 %	30-36 %	21-29 %	11-20 %	0-10 %

Individual student growth targets example:

TARGET (As Approved by Evaluator)	ACTUAL RESULTS	FINAL RATING
ELA/Literacy— All students will make half the growth required to score 100 with a minimum rigor expectation that all students will score at least a 65 on the post assessment: Examples of individual student growth targets: 1) A student who scored a 30 on the pre-assessment would have a target of 65 on the post assessment. (Minimum rigor expectation target) 2) A student who scored a 48 on the pre-assessment would have a target of 74 on the post assessment. 3) A student who scored a 76 on the pre-assessment would have a target of 88 on the post assessment.	87% met	SLO 1= 18 points SLO 2= 9 points (18 points + 9 points)/2= 13.5 points Final Rating: EFFECTIVE, 14 points (in range of 9-17 points)
Mathematics—All students will make half the growth required to score 100 with a minimum rigor expectation that all students will score at least a 65 on the post assessment:	70% met	

Examples of individual student growth targets: 1) A student who scored a 20 on the pre-assessment would have a target of 65 on the post assessment. (Minimum rigor expectation target) 2) A student who scored a 68 on the pre-assessment would have a target of 84 on the post assessment. 3) A student who scored a 85 on the pre-assessment would have a target of 96 on the post assessment.		
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Tiered growth targets example:

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	SLO1= 13 points SLO 2= 9 points (13 points + 9 points) /2= 11 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	Final Rating: EFFECTIVE, 11 points (in range of 9-17 points)

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.