

## 2. Growth on State Assessments or Comparable Measures (Teachers)

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#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures and teachers with 0 – 49% of students covered by State-provided growth measures. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

2.1) Assurances   Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

#### STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

**For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:**

State assessments (or Regents or Regent equivalents), *required if one exists*  
*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

**Please note:** If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	State-approved 3rd party assessment	STAR
1	State-approved 3rd party assessment	STAR
2	State-approved 3rd party assessment	STAR

	ELA	Assessment
3	(No response)	(No response)

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this rating would be 100% or greater at meeting their goal.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this rating would be 75% or greater at meeting their goal.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this rating would be between 50-74% at meeting their goal.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this rating would be below 50% at meeting their goal.

## 2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	State-approved 3rd party assessment	STAR
1	State-approved 3rd party assessment	STAR
2	State-approved 3rd party assessment	STAR

	Math	Assessment
3	(No response)	(No response)

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Once we receive training on the STAR Reading program we will be able to be more specific here. Teachers who meet their goal close to 100% or greater would receive this Highly Effective Rating.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Once we receive training on the STAR Reading program we will be able to be more specific here. Teachers who meet their goal close to 75% or greater would receive this Effective Rating.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Once we receive training on the STAR Reading program we will be able to be more specific here. Teachers who meet their goal close to 50% or greater would receive this Developing Rating.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Once we receive training on the STAR Reading program we will be able to be more specific here. Teachers who meet less than 50% of their targeted goal would receive an Ineffective Rating.

## 2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	District, regional or BOCES-developed assessment	Local Pre Test and Post Assessment
7	District, regional or BOCES-developed assessment	Local Pre Test and Post Assessment
	Science	Assessment
8	(No response)	(No response)

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this rating would be close to 100% or greater at meeting their goal.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this rating would be 75% or greater at meeting their goal.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this rating would be 50% - 74% at meeting their goal.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this rating would meet less than 50% of their goal.

## 2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Local Pre and Post assessment
7	District, regional or BOCES-developed assessment	Local Pre and Post Assessment
8	District, regional or BOCES-developed assessment	Local Pre and Post Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this rating would be close to 100% or greater at meeting their goal.

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this rating would be 75% or greater at meeting their goal.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this rating would be 50% - 74% at meeting their goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this rating would meet less than 50% of their goal.

## 2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Locally developed 9th grade pre and post assessment

Social Studies Regents Courses		Assessment
Global 2	(No response)	(No response)
American History	(No response)	(No response)

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this rating would be close to 100% or greater at meeting their goal.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this rating would be 75% or greater at meeting their goal.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this rating would be 50% - 74% at meeting their goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this rating would meet less than 50% of their goal.

## 2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

Science Regents Courses	Assessment
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Living Environment	(No response)	(No response)
Earth Science	(No response)	(No response)
Chemistry	(No response)	(No response)
Physics	(No response)	(No response)

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this rating would be 100% or greater at meeting their goal.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this rating would be 75% or greater at meeting their goal.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this rating would be 50 - 74% at meeting their goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this rating would be below 50% at meeting their goal.

## 2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	(No response)	(No response)
Geometry	(No response)	(No response)
Algebra 2	(No response)	(No response)

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this rating would be 100% or greater at meeting their goal.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this rating would be 75% or greater at meeting their goal.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this rating would be 50 - 74% at meeting their goal.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Teachers receiving this rating would be less than 50% at meeting their goal.

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR
Grade 10 ELA	District, regional or BOCES-developed assessment	Local pre and post assessment
Grade 11 ELA	Regents assessment	Local pre and post assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this rating would be 100% or greater at meeting their goal.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this rating would be 85% or greater at meeting their goal.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this rating would be 50-74% at meeting their goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this rating would be less than 50% at meeting their goal.

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Industrial Technology	District, Regional or BOCES-developed	(No response)
LOTE	District, Regional or BOCES-developed	(No response)
Business	District, Regional or BOCES-developed	(No response)
Health	District, Regional or BOCES-developed	(No response)
PE	District, Regional or BOCES-developed	(No response)
Art	District, Regional or BOCES-developed	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this rating would be 100% or greater at meeting their goal.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this rating would be 85% or greater at meeting their goal.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this rating would be 50-74% at meeting their goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this rating would be less than 50% at meeting their goal.

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. [Click here for a downloadable copy of Form 2.10. \(MS Word\)](#)

(No response)

## 2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

(No response)

## 2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives

associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*There won't really be any developed controls. We will continue to try and improve our development of pre and post assessments in each course/grade level.*

## 2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rtt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rtt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked