



SCHOOLWIDE STUDENT LEARNING OBJECTIVES October 2012

Concerns with the complexity and demands of developing Student Learning Objectives are widespread among superintendents and other school leaders attempting to implement the new Annual Professional Performance Review requirements. One option to streamline this work is to use a schoolwide measure of student growth and achievement in literacy as the SLO for teachers in non-state-tested subjects. Such a measure can also be used as the locally selected measure of student growth for teachers working in state-tested subjects.

School districts and BOCES can implement a schoolwide measure of student growth and achievement in literacy as: 1) the SLO for teachers of “non-tested subjects” and 2) the Locally-Selected measure for teachers of “tested subjects.”

	Assessment Measure for Teachers of Tested Subjects	Assessment Measure for Teachers of Non-Tested Subjects
60% Teacher Practice	Selected Teacher Practice Rubric	Selected Teacher Practice Rubric
20% State Test / Tested Subject (25% when VAM in place)	Growth on State Test	<i>Growth of Composite Score of all students in school taking ELA (or other state test)</i>
20% Locally-Selected Assessment (15% when VAM in place)	<i>Growth of Composite Score of all students in school taking ELA (or other state test), third-party assessment, OR authentic local assessment</i>	Achievement on Locally-Selected Assessment, comparable across classrooms, rigorous and valid

Every teacher in a School District or BOCES *could be* evaluated based on:

1. His/her performance on the bargained and selected Teacher Practice Rubric,
2. A measure which assesses achievement of students and subjects s/he teaches, and
3. A schoolwide growth goal based upon a composite of statewide assessments in that school of student achievement in literacy students and/or other subjects (NOTE: this must be a state test if it applies to Non-tested Subject teachers; it can be a state test or third-party assessment if applicable to the local assessment for Tested Subject teachers).

For Teachers of **Non-Tested Subjects** (those required to use a SLO in lieu of a state test) this would mean:

- 60% based on the selected Teacher Practice rubric
- 20% based on a locally-selected assessment in the teacher's subject area or domain (15% when VAM – value-added measure – in place)
- 20% based on schoolwide growth in performance in literacy) and/or other subjects (note: the assessment for these must be a State test) as the SLO for all non-tested subject teachers (25% when VAM in place).

For Teachers of **Tested Subjects** (those required to use a state test as a measure of growth / value-added measure) this would mean:

- 60% based on the selected teacher practice rubric
- 20% based on the statewide assessment as required (25% when VAM in place)
- 20% based on schoolwide growth in performance in literacy and/or another subject area assessed by a State or 3rd-party standardized assessment, as the locally-selected assessment for a tested subject teacher (15% when VAM in place) or a subject specific locally-selected assessment which follows Commissioner's Guidance for locally-selected measures.

TESTED SUBJECTS

For teachers of tested subjects, options for the **locally-selected schoolwide measure**, subject to collective bargaining, could include:

1. Schoolwide state-provided student achievement score covering all students in the school that took the ELA State assessment in grades 4-8 and/or other subjects with state tests. However, districts would have to negotiate the process for assigning points for this subcomponent;
2. Schoolwide measures for subgroups of students: (example: English-speaking and students-without-disabilities, English Language Learners, and Students-with-disabilities) based on any assessment allowable under the regulations, may be utilized as locally-selected measures (these would be rigorous and comparable as they would be state approved assessments to begin with). Districts would need to ensure that the subgroups are present in all schools; or
3. For high school teachers, schoolwide results based on student growth or achievement on the high school ELA Regents examinations and/or other subjects with state tests.

NON-TESTED SUBJECTS

For teachers of non-tested subjects, School-or BOCES wide, group or team results, based on State-provided value-added growth in ELA, is permissible within an SLO except for teachers of *Core Subjects*.*

Teachers of these core subjects must have SLO's based on one of the options below:

Of the options for schoolwide growth in literacy and/or other subjects with state tests, allowable measures for use as “comparable growth measures for non-tested subjects in an SLO” could include

1. Composite schoolwide growth (and eventually value-added growth) results for ELA (or Math or the combination) for schools with any of the grades 4-8. Please note that NYSED will provide a schoolwide growth score including HEDI ratings and points combining all grades/subjects in a school for which the State-provided growth/VA measures apply. NYSED will also provide disaggregated growth or Value-added results for all students taking State assessments in any grade or subject in a school (for example, English-speaking and students-without-disabilities, English Language Learners, and Students-with-disabilities) These disaggregated results will not be classified by NYSED into HEDI ratings and scores, but NYSED's schoolwide classification rules can be used as one option for Districts to determine HEDI ratings and points.
2. Schoolwide growth (and eventually value-added growth) using SLO based on a composite of High School ELA Regents performance with a baseline determined by Districts.

For comparable growth measures, schoolwide measures must utilize a State assessment, and may not utilize 3rd party or District-developed assessments. Graduation-rate based measures, change in attendance and completion of IEP goals are not allowable.

* “*Core subjects*” are defined in regulation as “science and social studies in grades six to eight and high school courses in English language arts, mathematics, 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.”