

## 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 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, 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.	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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 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	District, regional, or BOCES-developed assessment	Tioga Central School District developed K ELA assessment
1	District, regional, or BOCES-developed assessment	Tioga Central School District developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Tioga Central School District developed Grade 2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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 measuring student growth on the assessments listed for this Task.

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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. $\text{Percent gap closed} = \frac{\text{Final Class Average} - \text{Pre-test Class Average}}{100 - \text{Pre test Class Average}}$ The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

## 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	District, regional, or BOCES-developed assessment	Tioga Central School District developed K Math assessment
1	District, regional, or BOCES-developed assessment	Tioga Central School District developed Grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Tioga Central School District developed Grade 2 Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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 measuring student growth on the assessments listed for this Task.

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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. $\text{Percent gap closed} = \frac{\text{Final Class Average} - \text{Pre-test Class Average}}{100 - \text{Pre test Class Average}}$ The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

## 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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Tioga Central School District developed Grade 7 Science assessment

  

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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 measuring student growth on the assessments listed for this Task.

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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. $\text{Percent gap closed} = \frac{\text{Final Class Average} - \text{Pre-test Class Average}}{100 - \text{Pre test Class Average}}$ The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart. Please note: Grade 6 is Common Branch
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

## 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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Tioga Central School District developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Tioga Central School District developed Grade 8 Social Studies 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 measuring student growth on the assessments listed for this Task.

<p>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.</p>	<p>Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.</p> <p>Please note: Grade 6 is common branch</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.</p>

## 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	Tioga Central School District developed Global 1 assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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 measuring student growth on the assessments listed for this Task.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this</p>	<p>Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the</p>
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

## 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
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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 measuring student growth on the assessments listed for this Task.

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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

## 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	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. $\text{Percent gap closed} = \frac{\text{Final Class Average} - \text{Pre-test Class Average}}{100 - \text{Pre test Class Average}}$ The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart. The NYS Common Core Algebra Regents will be used to calculate the Algebra 1 score
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

## 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. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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	District, regional or BOCES-developed assessment	Tioga Central School District developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Tioga Central School District developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents 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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.	Each teacher will administer a pre-assessment at the start of the course. A class average will be determined based on the pre-assessment. Each teacher will then administer the post-assessment at the end of the course and a class average will be calculated. The difference between the pre-assessment average and the post-assessment average will be determined--this will be the teacher's gap closing percentage. Percent gap closed=(Final Class Average-Pre-test Class Average)/(100-Pre test Class Average) The final % gap closed will correspond to a HEDI score using the uploaded 2.11 conversion chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who receive a gap closing percentage of 26% or greater will receive 18-20 points. See attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who receive a gap closing percentage of 17%-25% will receive 9-17 points. See attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who receive a gap closing percentage of 11%-16% will receive 3-8 points. See attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who receive a gap closing percentage of 0%-10% will receive 0-2 points. See attachment.

## 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" .



## 2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

N/A

## 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://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</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