New York APPR – Introduction

Purpose
Renaissance Learning has developed this document in response to customer requests for information on how to use the data generated by STAR assessments (STAR Reading, STAR Math, and STAR Early Literacy) within the teacher evaluation process in New York. While evaluating educators is NOT the intended purpose of the STAR assessments, the reliable and valid data generated by the software, CAN be a source of evidence of student growth and achievement.

The purpose of this document is to assist district administrators, principals, and teachers in New York with the drafting of Student Learning Objectives (SLOs) using STAR data as part of the educator evaluation initiative in this state.

Improve teaching effectiveness and student outcomes
Effective teaching is fundamental to improving schools. STAR assessments have one primary purpose: to improve teaching and learning. As part of a district's educator evaluation initiative, STAR can also provide teachers with critical data for documenting instructional practice and building a body of evidence of student growth and achievement. As an interim assessment, STAR provides educators with reliable data *during the year* so they can see the path ahead in time to impact it.

STAR assessments can be administered multiple times throughout the school year, creating a trustworthy trend line that tells a story. Teachers and principals can demonstrate: Student progress toward incremental benchmarks; mid-course corrections in instruction and the resulting effects; efforts to screen and identify students in need of intervention; students' response to intervention; trends towards state proficiency; and patterns in learning.

Instruction is key to SLOs
Actual student growth requires ongoing focus on *instructional practices* to accomplish *learning content goals* and meet growth targets.

Assessing students, setting targets, and monitoring growth isn't enough to reach the target; there must also be an instructional plan to advance learning. Good core instruction, and intervention when needed, are key to achieving SLO goals and targets.

Using STAR data
Depending on your district, there are two ways STAR data can be used for educator evaluation:

1) STAR provides *group growth scores* for a group, class, grade, or school (see pages 2-3).
2) STAR provides growth targets for Student Learning Objectives (SLOs). With SLOs, a teacher's evaluation is based on the percentage of *individual* students who meet the growth target (see pages 4-9).

Special considerations for K-3 teachers
Over the course of a school year, K-3 students will likely transition from non-readers to readers, and move from testing in STAR Early Literacy to STAR Reading. To get Student Growth Percentiles, students must pretest and post-test with the same assessment. So, students who test with STAR Early Literacy in the fall must test with STAR Early Literacy in the winter or spring in order to get a SGP. This does not preclude students who start out in STAR Early Literacy from transitioning to STAR Reading during the year, but they must have a post-test in STAR Early Literacy (if that is what they pretested with) in order to have a SGP. Please note that STAR Early Literacy Enterprise produces SGP for Kindergarten through grade 3, while STAR Reading Enterprise produces SGP for students in grades 1-3 (or up to grade 12). *Because both STAR Early Literacy and STAR Reading are quick and provide critical information for instructional planning, there is value in administering both to students in this transitional time.*

Student Growth Percentile Testing Windows
For SGPs to be reported, students must be tested within at least two of the following date ranges:

- **Fall:** August 1 – November 30
- **Winter:** December 1– March 31
- **Spring:** April 1 – July 31

Pre and post-tests for half-year SGP scores (Fall to Winter, Winter to Spring) must be administered at least 60 *calendar* days (not schools days) apart, and full-year SGPs (Fall to Spring) must be administered at least 180 *days (including weekend days)* apart.

New York APPR – Overview

Tested subjects	Untested subjects
• 4-8 ELA/Math	• K-3 ELA/Math • 9-12 ELA/Math

Rating Scale	Highly Effective Effective Developing Ineffective
NYSED Evaluation Formula	**20 Points**: Growth or Comparable Measures 20% — • Student growth on state assessment (state provided) • Student Learning Objectives **20 Points**: Locally Selected Measures of Growth or Achievement 20% — • Student growth or achievement • Options selected through collective bargaining **60 Points**: Other Measures of Effectiveness 60% — • Rubrics • Sources of evidence: observations, visits, surveys, etc. **Total Composite Score 100 Points**
Growth model (Source)	"After much deliberation and discussion, the Department has decided not to recommend moving forward with a proposal that the Board of Regents consider adoption of a value-added model (VAM) for the 2012-13 school year for teachers and principals in grades 4-8 ELA, Math, and/or principals of schools with grades 9-12. Instead, the Department recommends use of an 'enhanced growth model' for the 2012-2013 and 2013-2014 school years."
Qualitative	The state has an approved/recommended specific qualitative framework (e.g. Danielson, Marzano, etc.). (list of Approved Qualitative Teacher & Principal Framework Rubrics)
SLO Definition (source)	A Student Learning Objective (SLO) is an academic target based on student performance throughout a course of study. Teachers will set specific and measurable targets for student learning at the start of a course for students to strive to achieve by the end. The target represents the most important learning for the year (or semester/term where applicable) as defined within state or national standards for learning. NY State Growth Goal-Setting: Student Learning Objectives (March 2012). http://engageny.org/sites/default/files/resource/attachments/assessment_options_for_slos.pdf
Matrix	State's formula for merging all elements: qualitative ratings, quantitative ratings, etc. :

	Growth (State-20 Pts.)	Locally-Selected (State-20 Pts.)	STAR Median SGP (RLI suggested*) Applies to Growth	Other (Local-60 Pts.)	Composite Score (100 Pts.)
Highly Effective	18-20	18-20	61-99 Median SGP	Ranges determined locally	91-100
Effective	9-17	9-17	41-60 Median SGP		75-90
Developing	3-8	3-8	21-40 Median SGP		65-74
Ineffective	0-2	0-2	1-20 Median SGP		0-64

*These categories were developed by analyzing 5 years of STAR Reading and STAR Math pretest and posttest scores from New York schools. Sample sizes were over 60,000 students for STAR Reading and just over 13,000 students for STAR Math. Student growth data were grouped to the classroom level and the median SGP for each class was found. We looked at all of the classrooms that had 10 or more students to estimate the distribution of teacher classifications. In total, data from just under 2,000 STAR Reading classrooms, around 500 STAR Math classrooms, and around 200 STAR Early Literacy classrooms were examined. About 1-5% of teachers were *Ineffective,* about 25-40% of teachers were *Developing,* about 40-50% of teachers were *Effective*, and about 15-25% of teachers were *Highly Effective.*

RENAISSANCE LEARNING

NEW YORK APPR – SLO

State Formula	Options	State Rules	Grades/Subjects	RLI data
Growth or Comparable Measures—20% **STATE ASSESSMENT - WHEN AVAILABLE** **SLO – WHEN STATE ASSESSMENT NOT AVAILABLE**	Option 1	**IF** ≥ 50% of students receive state-provided growth scores (via state assessment). (Source pgs. 12-15)	NYS ELA & Math (state assessment): • Grades 4-8	Use STAR data during the year; use state data in formula.
	Option 2	**IF** ≤ 49% of students receive state-provided growth scores (via state test), write SLO. (Source pgs. 12-15) SLO with different pre- and post-test data. • If state data is available, must use as the post-test. • District determines what data to use as pre-test (baseline). • Most common in 3rd grade.	Reading and math: • Grades 4-8 when ≤ 49% of students are tested by state test. • Grades K-2 & 9-12 • 4th grade science • High school Regents Exam	• STAR Early Literacy—Grades K-3 • STAR Reading—Gr. 1-2, 9-12 (and 4-8 when ≤ 49% of students are tested by state test). • STAR Math—Gr. 1-2, 9-12 (and 4-8 when ≤ 49% of students are tested by state test).
Locally Selected Measures of Growth or Achievement—20% (Source)	Option 1	Measures based on state and Regents equivalent assessments	All grades/ all subjects	• Use STAR data during the year; use other data in formula.
	Option 2	District, regional, or BOCES–developed assessments	All grades/ all subjects	
	Option 3	State approved 3rd party assessments *STAR assessments are listed on the NYSED's List of Approved Student Assessments*.	All grades/ all subjects	• STAR Early Literacy – Pre K-3 • STAR Reading – K-12 • STAR Math – K-12 • Class-level or grade-level median SGP using suggested SGP ranges (see below)
	Option 4	School-wide growth or achievement. *STAR assessments are listed on the NYSED's List of Approved Student Assessments*	All grades/ all subjects	
	Option 5	SLO with state-approved assessment. *STAR assessments are listed on the NYSED's List of Approved Student Assessments* Double dipping: if districts use SLOs as a locally selected measure, the SLO must measure something different from the SLO used as a Growth Measure. Source p. 10	All grades/ all subjects .	• See SLO guidance on pages 5-6 of this packet. Growth Target of 35 SGP offered for consideration.
Other Measures of Effectiveness—60%		Rubrics, observations, surveys, classroom walk trough's, visitations, etc.	Every teacher	• STAR Early Literacy – Pre K-3 • STAR Reading – K-12 • STAR Math – K-12 • Accelerated Reader • Accelerated Math

For Locally Selected Measures, options 3 and 4*

	STAR Median SGP (RLI suggested)
Highly Effective	61-99 Median SGP
Effective	41-60 Median SGP
Developing	21-40 Median SGP
Ineffective	1-20 Median SGP

*These categories were developed by analyzing 5 years of STAR Reading and STAR Math pretest and posttest scores from New York schools. Sample sizes were over 60,000 students for STAR Reading and just over 13,000 students for STAR Math. Student growth data were grouped to the classroom level and the median SGP for each class was found. We looked at all of the classrooms that had 10 or more students to estimate the distribution of teacher classifications. In total, data from just under 2,000 STAR Reading classrooms, around 500 STAR Math classrooms, and around 200 STAR Early Literacy classrooms were examined. About 1-5% of teachers were *Ineffective,* about 25-40% of teachers were *Developing,* about 40-50% of teachers were *Effective*, and about 15-25% of teachers were *Highly Effective.*

NEW YORK APPR – SLO

A SLO is calculated by determining the *percentage* of students in a class that meet a *growth target*. New York educators can select the growth target and the percentage of students who must meet the target when setting up their SLOs.

Two components (or "levers") in calculating an SLO:

1. Growth target
2. Percentage of students in your classroom who must meet the growth target

New York "impact" data STAR Reading (n= 7,014 classrooms)			
Percentage of students within a classroom who meet the growth target	**Growth targets**		
	35 SGP	**40 SGP**	**45 SGP**
65% of students hitting target per classroom	67%	55%	44%
70% of students hitting target per classroom	56%	44%	34%
75% of students hitting target per classroom	45%	34%	25%
80% of students hitting target per classroom	33%	23%	16%
Percentage of individual students meeting target (n=152,944 students)	71%	66%	61%

In New York, 56% of teachers would receive a "9" on the HEDI scale example (below) with a growth target set at 35 SGP and a minimum of 70% of students required to meet that growth target with STAR Reading.

Dependent on the target set above. For example, if target is set for 80% the scale could be as follows:

At the very minimum, 70% of students must grow by 35 SGP or higher by winter and/ or spring.

HEDI Scoring	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%	90-94%	86-89%	84-85%	83%	82%	81%	77-80%	74-76%	73%	72%	70-71%	67-69%	65-66%	63-64%	62%	61%	60%	45-59%	21-44%	0-20%

INFORMATION TO SUPPORT YOUR DECISION MAKING:

The table above illustrates the percentage of classrooms in which a specified percentage of students hit the 35, 40, and 45 SGP growth targets.

Using the New York sample rubric shown above, to score at "Effective" on their SLOs, which would require 70% of students to reach their SLO growth target, if that target were set at 35 SGP, 56% of classrooms (teachers) in New York would meet the growth target and get an "Effective" rating for their SLO.

At the same time, when not rolled up into classrooms, 71% of individual students will meet the 35 SGP growth target. But, that is not the nature of the SLO, which is calculated by determining the percentage of students within a classroom that meet the SLO growth target.

Educators should consult their own school and district baseline data when available to set growth targets and percentages.

New York APPR – SLO (continued)

All SLOs MUST include the following basic components:	
Population	Class of 9 students
Learning Content	My 9th grade students must follow the regular 9th grade English curriculum, and will receive direct instruction tied directly to the literature we're reading to support their comprehension and vocabulary development. Reading comprehension is not only key to our school's improvement plan; it is also greatly emphasized in the English/Language Arts Common Core State Standards for Reading: Literature, and Informational Text, specifically, the following CCSS Reading Standards: • CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. • CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Interval	One school year
Evidence	My students are in reading intervention because they are performing below benchmark and below their academic peers. I will assess my students with STAR Reading Enterprise, a computer-adaptive assessment of reading comprehension skills to monitor their growth in reading comprehension and vocabulary. STAR Reading Enterprise reports Student Growth Percentile, which compares students to their academic peers.
Baseline	The underlying purpose of a SLO is to determine what students need to learn, set a reasonable and attainable growth target for each student, and then measure that learning. I will use STAR Reading Enterprise screening data to help set goals for my students. These students are in reading intervention because they are performing below benchmark and below their academic peers. Baseline data is used to set a growth target. I will use 35 SGP as the growth target for these students. Goal setting is simplified with SGP because each student is compared to his or her own academic peers. Simplified goal setting with SGP enables me to focus on developing and delivering individualized instruction. I will also use STAR Reading baseline data to help me monitor my students' growth. To learn about my students at the beginning of the year, I will use STAR Reading Screening Report data and the linked Core Progress learning progression to help inform my instructional decisions. I'll also use the Instructional Planning Report to identify the skills each student is ready to learn next. This report also provides projected scaled-score growth for each student, which I'll use as an additional indicator to ensure students are on track throughout the year.

New York APPR – SLO (continued)

Target

During the current school year, my 9th grade English with Intervention students will be expected to maintain pace with their academic peers while increasing their reading comprehension skills. By the end of May, my goal is for 70% or more of my students to show a gain of at least 35 Student Growth Percentile (SGP) as measured by the STAR Reading Enterprise assessment, which is a valid and reliable assessment of reading comprehension.

I can set the same SGP growth target for all students and it is still an individualized target because Student Growth Percentile compares each student to his or her academic peers.

HEDI Scoring

Dependent on the target set above. For example, if target is set for 70% the scale could be as follows:

At the very minimum, 70% of students must grow by 35 SGP or higher by winter and/ or spring.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING								
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	90-94 %	86-89 %	84-85 %	83 %	82 %	81 %	77-80 %	74-76 %	73 %	72 %	70-71 %	67-69 %	65-66 %	63-64 %	62 %	61 %	60 %	45-59 %	21-44 %	0-20 %

Rationale

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 will use STAR Reading Enterprise data to inform my instructional decisions. Specifically, I will use the Core Progress learning progression embedded in STAR Reading to gain insight into the skills my students are ready to learn next.

I will couple explicit instruction in reading comprehension (e.g. summarization, prediction, compare and contrast) and vocabulary with the core 9th Grade English literature study. We'll also use each novel to practice deep reading and journal writing. These practices will help ensure that my students keep pace with their academic peers.

I will screen in the fall, winter, and spring. Through the STAR Reading Enterprise Reports and other data in my school, I will determine the best method(s) to provide instruction to my students. I will make these decisions with my colleagues during data team meetings. The STAR Record Book, which links to the Core Progress learning progression, will help determine the skills my students are ready to learn. This will help me make informed decisions about where there are gaps in students' knowledge and focus my instruction accordingly. The Growth Report will be important to identify students who are keeping academic pace with their peers by winter testing. If students are not growing as expected, I will work to determine what is needed to help them maintain pace with their peers.

New York APPR – SLO (continued)

STAR Reading

Growth Report

Printed Monday, May 13, 2013 11:22:32 AM

School: South High School

School Year: 8/1/2012 - 7/31/2013
School Year: 8/1/2012 - 7/31/2013

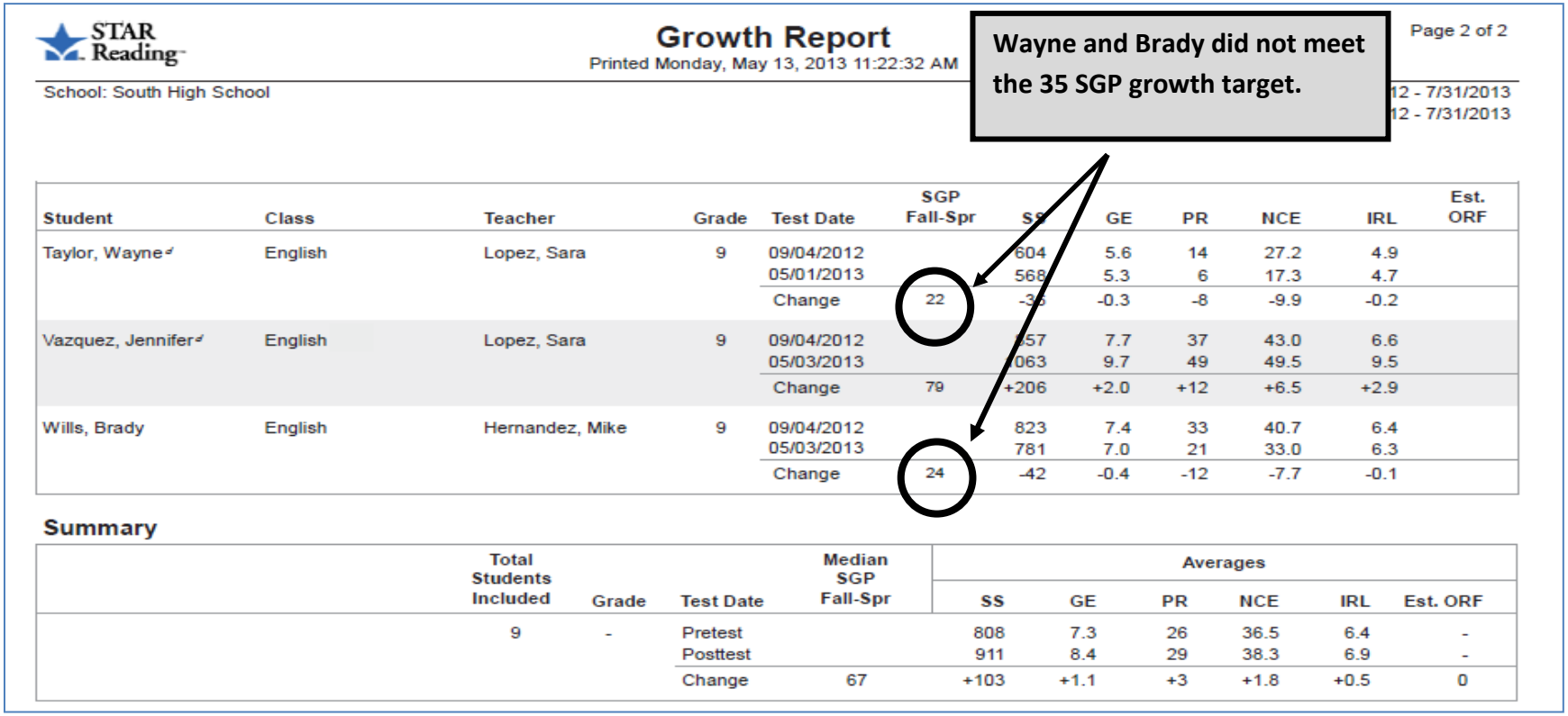
Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Do Not Group
Sort By: Last Name

A growth target of 35 SGP is used in this example for demonstration purposes only. It is not a recommendation.

Student	Class	Teacher	Grade	Test Date	SGP[a] Fall-Spr	SS	GE	PR	NCE	IRL	Est. ORF[b]
Bowekaty, Chad	English	Hernandez, Mike	9	09/07/2012		890	8.1	24	35.1	6.7	
				05/03/2013		1003	9.3	33	40.7	8.9	
				Change	67	+113	+1.2	+9	+5.6	+2.2	
Edwards, Broc	English	Hernandez, Mike	9	09/04/2012		743	6.7	27	37.1	6.1	
				05/01/2013		882	8.0	30	39.0	6.7	
				Change	68	+139	+1.3	+3	+1.9	+0.6	
Hill, David	English	Hernandez, Mike	9	09/07/2012		914	8.4	32	40.1	6.9	
				05/03/2013		978	9.1	35	41.9	8.6	
				Change	55	+64	+0.7	+3	+1.8	+1.7	
Johnson, Matthew	English	Hernandez, Mike	9	09/07/2012		933	8.6	30	39.0	7.6	
				05/02/2013		924	8.5	26	36.5	7.3	
				Change	42	-9	-0.1	-4	-2.5	-0.3	
Lanier, Madeline	English	Hernandez, Mike	9	09/07/2012		659	6.2	11	24.2	5.5	
				05/03/2013		898	8.2	26	36.5	6.8	
				Change	86	+239	+2.0	+15	+12.3	+1.3	
Ormeo, Ricardo	English	Hernandez, Mike	9	09/04/2012		848	7.6	35	41.9	6.5	
				05/01/2013		1098	10.3	51	50.5	9.8	
				Change	85	+250	+2.7	+16	+8.6	+3.3	

[a]Student Growth Percentile is shown when tests are taken within the SGP testing windows.
[b]Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.
Historical data included.

New York APPR – SLO (continued)



STAR Reading

Growth Report

Printed Monday, May 13, 2013 11:22:32 AM

Page 2 of 2

School: South High School

12 - 7/31/2013
12 - 7/31/2013

Wayne and Brady did not meet the 35 SGP growth target.

Student	Class	Teacher	Grade	Test Date	SGP Fall-Spr	SS	GE	PR	NCE	IRL	Est. ORF
Taylor, Wayne	English	Lopez, Sara	9	09/04/2012		604	5.6	14	27.2	4.9	
				05/01/2013		568	5.3	6	17.3	4.7	
				Change	22	-36	-0.3	-8	-9.9	-0.2	
Vazquez, Jennifer	English	Lopez, Sara	9	09/04/2012		857	7.7	37	43.0	6.6	
				05/03/2013		1063	9.7	49	49.5	9.5	
				Change	79	+206	+2.0	+12	+6.5	+2.9	
Wills, Brady	English	Hernandez, Mike	9	09/04/2012		823	7.4	33	40.7	6.4	
				05/03/2013		781	7.0	21	33.0	6.3	
				Change	24	-42	-0.4	-12	-7.7	-0.1	

Summary

	Total Students Included	Grade	Test Date	Median SGP Fall-Spr	Averages SS	GE	PR	NCE	IRL	Est. ORF
	9	-	Pretest		808	7.3	26	36.5	6.4	-
			Posttest		911	8.4	29	38.3	6.9	-
			Change	67	+103	+1.1	+3	+1.8	+0.5	0

Number of Students in Class:	% of Students Exceeding/ Meeting Target:	Descriptive Rating
9	78%	Effective

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%	90-94%	86-89%	84-85%	83%	82%	81%	77-80%	74-76%	73%	72%	70-71%	67-69%	65-66%	63-64%	62%	61%	60%	45-59%	21-44%	0-20%

Example of HEDI scoring rubric; this is district negotiated.

The teacher receives a SLO rating of "Effective" because 78% of students met the growth target of 35 SGP.

RENAISSANCE LEARNING

New York APPR – SLO (continued)

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