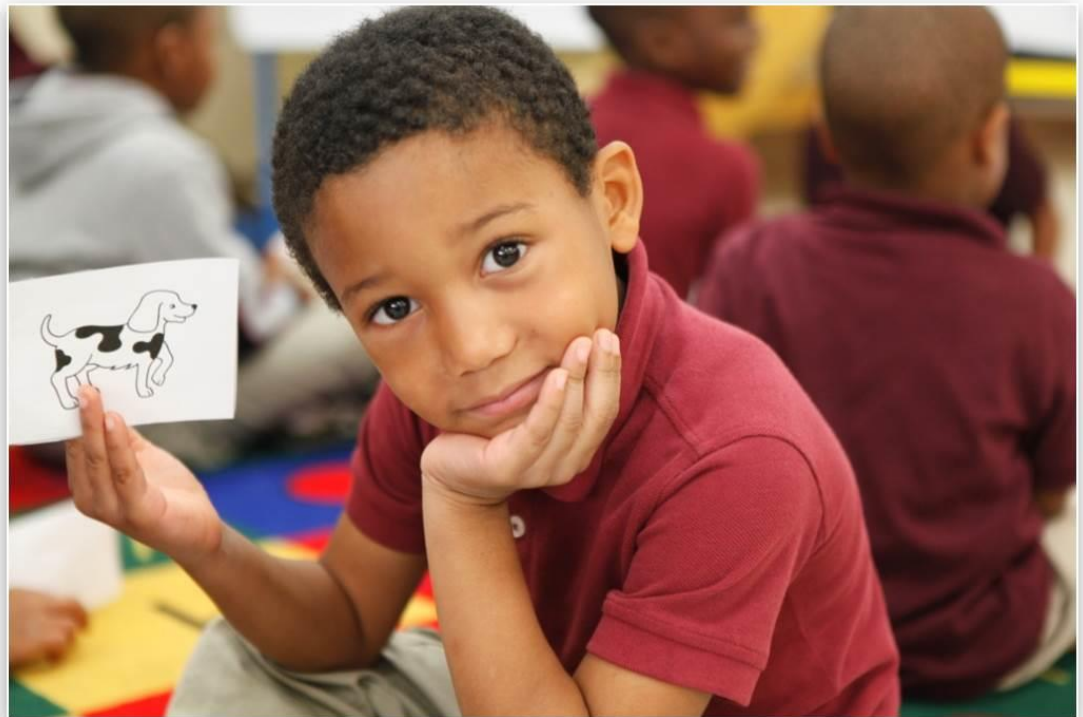


Building Administrator

Measures of Student Learning



June, 2014



RIDE Rhode Island
Department
of Education

The contents of this guidebook were developed under a Race to the Top grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Table of Contents

Introduction	3
Measures of Student Learning	4
Student Learning Objectives	4
The Student Learning Objective Process.....	5
The Anatomy of a Student Learning Objective.....	5
Number and Scope of Student Learning Objectives.....	7
Baseline Data/Information.....	8
Rigor of Target.....	9
Quality of Evidence.....	10
English Language Learners & Students with Disabilities.....	12
Approving Student Learning Objectives	13
Reviewing Student Learning Objectives at the Mid-Year Conference	13
Scoring Individual Student Learning Objectives	14
Scoring Student Learning Objective Sets.....	16
The Rhode Island Growth Model	17
Calculating a Final Effectiveness Rating	18
Appendix 1: Student Learning Objective Scoring Lookup Tables.....	22
Appendix 2: Online Resources	24

Introduction

How to Use the Guidebook

The purpose of this Guidebook is to describe the process and basic requirements for the student learning measures that are used as part of the building administrator evaluation and support process. For aspects of the process that have room for flexibility and school/district-level discretion, we have clearly separated and labeled different options with a ***Flexibility Factor***.

To help educators better understand *how* to best implement various aspects of student learning process, additional resources are available on the Rhode Island Department of Education (RIDE) website, including online training modules, sample Student Learning/Outcome Objectives, and a suite of calibration protocols designed to help school and district leaders facilitate ongoing calibration exercises.

The ***Online Resource*** icon will be used throughout the Guidebook to indicate that a corresponding resource is available on the RIDE website. A list of the available online resources can be found in **Appendix 2**. Please note that additional resources will be developed over time. Building administrators can directly access the educator evaluation pages of the RIDE website at www.ride.ri.gov/EdEval.



Flexibility Factor

The “Flexibility Factor” boxes will be used throughout the guidebook to highlight where schools and districts have an opportunity to customize aspects of the student learning process and establish policies to meet their local needs.

Defining “Building Administrator”

We recognize that building administrator roles may look different in various local contexts. For the purposes of this Guidebook “building administrator” means any public school employee working under a Building Level Administrator certification.

Measures of Student Learning

Improving student learning is at the center of all our work and measuring student learning is a critical part of the building administrator evaluation process. All building administrators will have Student Learning Objectives (SLOs) as a measure of their impact on student learning, and some building administrators, depending on the grade-span of the school, may also use the Rhode Island Growth Model (RIGM). Measures of student learning are included in building administrator evaluations because:

- Student learning is the single most important indicator of building administrator effectiveness.
- Student learning measures, when combined with Professional Practice and Professional Responsibilities, improve the accuracy of the Final Effectiveness Ratings for building administrators.
- Analyzing student learning data is a best practice for self-reflection and increased collaboration around student learning.

Student Learning Objectives

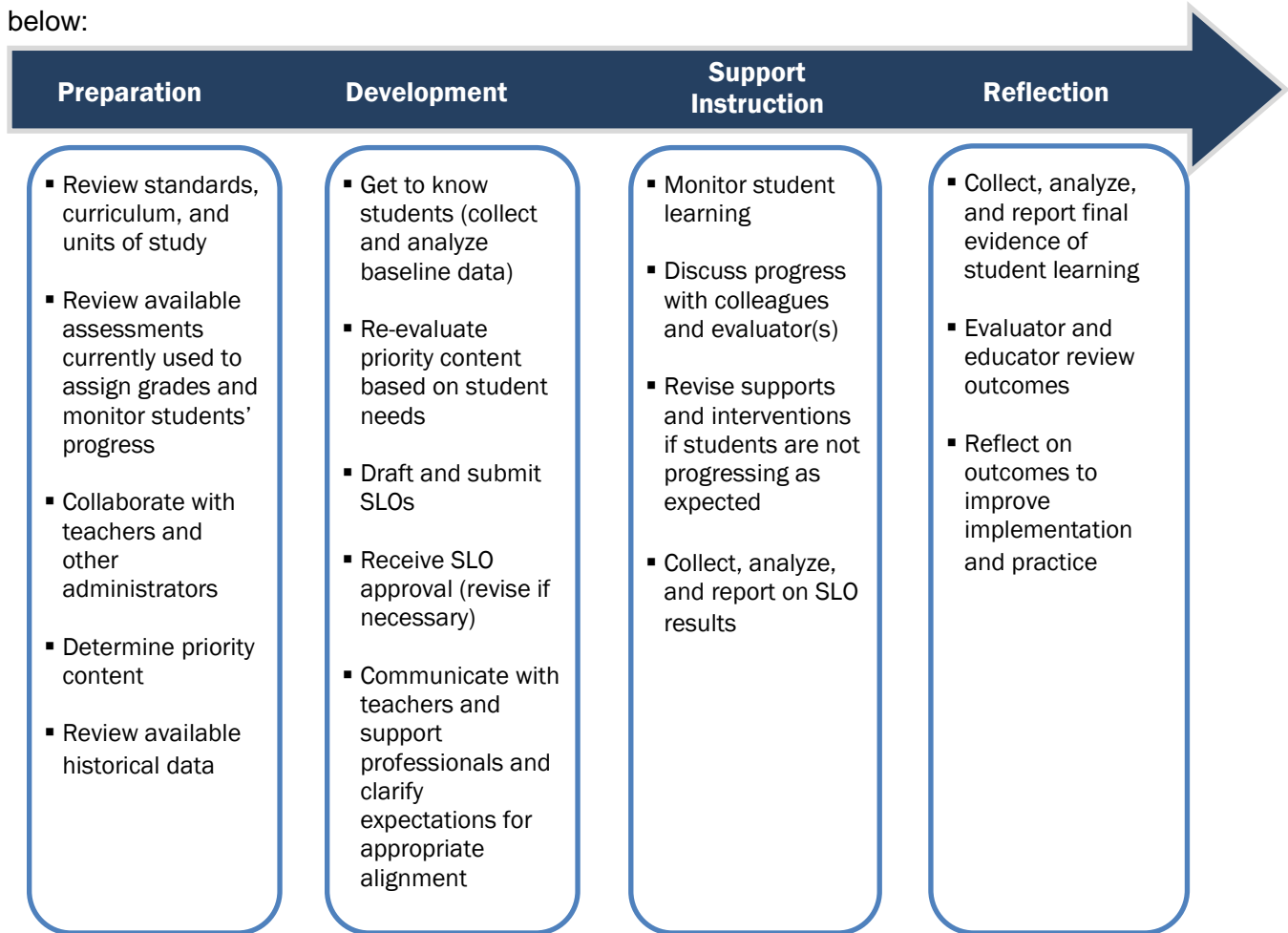
An SLO measures a building administrator's impact on student learning through demonstrated progress toward academic goals. The SLO process is student-centered and curriculum focused. It recognizes the impact building administrators have in their schools, is based on research, and supports best-practices like prioritizing the most important standards, implementing curriculum, and planning assessments. Additionally:

- **The SLO Process respects the diversity of all grades, subjects, and courses.** The best way to measure student learning differs from one course or grade to another (e.g., measuring student learning in a third grade art class vs. a tenth grade chemistry class). SLOs present an opportunity for building administrators to be actively involved in deciding how to best measure the learning of their specific population of students while providing a consistent process for all building administrators across the state.
- **SLOs utilize the assessment process educators think are best for their specific purposes.** They require educators to identify the most important learning that occurs within their school, learning which should be measured by a high-quality assessment strategy. When done well, SLOs should include assessments that require students to produce high-quality evidence of their learning. However, the primary purpose of that assessment should be to measure what the students are learning. No assessment should be used just to collect evidence for an SLO.

The Student Learning Objective Process

Building administrators should, wherever possible, work collaboratively with teachers, their leadership team, central office leadership, and other district building administrators (when appropriate) to develop SLOs. The SLO process is meant to foster reflection and conversation about the essential curriculum, targeted outcomes, and assessment tools used in classrooms across the state.

The SLO process mirrors the planning, instruction, and assessment cycle as described in the chart below:



The Anatomy of a Student Learning Objective

The SLO Form is designed to elicit answers to three essential questions:

1. **What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?**
2. **Where are my students now (at the beginning of instruction) with respect to the objective?**
3. **Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?**

Anatomy of a Student Learning Objective (Form)

<p>Title – A short name for the SLO</p> <p>Content Area – The content area(s) to which this SLO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number and grade/class of students to whom this SLO applies</p> <p>Interval of Instruction – The length of the course (e.g., year, semester, quarter)</p>		
Main Criteria	Element	Description
<p>Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> ▪ Identifies the priority content and learning that is expected during the interval of instruction. ▪ Statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured. ▪ Attainment of this objective positions students to be ready for the next level of work in this content area.
	Rationale	<ul style="list-style-type: none"> ▪ Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective.
<p>Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?</p>		
	Baseline Data/ Information	<ul style="list-style-type: none"> ▪ Describes students' baseline knowledge, including the source(s) of data/ information and its relation to the overall course objectives.
<p>Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> ▪ Describes where the building administrator expects all students to be at the end of the interval of instruction. ▪ The target should be measureable and rigorous, yet attainable for the interval of instruction. ▪ In most cases, the target should be tiered to reflect students' differing baselines.
	Rationale for Target(s)	<ul style="list-style-type: none"> ▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students. ▪ Rationale should be provided for each target and/or tier.
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> ▪ Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective. ▪ Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else). ▪ Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

Number and Scope of Student Learning Objectives

Educators and evaluators should work together to determine how many SLOs are appropriate for their role. The minimum number of SLOs an educator may set is two. Educators should discuss their rationale for selecting the focus of their SLOs with their evaluators at the beginning of the school year.

Students

Building administrator SLOs may include all of the students in the school or focus on subgroups of students (e.g., specific grade level, course). An individual SLO that is focused on a subgroup must include all students in that subgroup with which the objective is aligned. An example for a middle school principal is below:

Algebra I			Writing		
Section A	Section B	Section C	6 th Grade	7 th Grade	8 th Grade

Algebra I SLO includes <u>all students in all three sections</u>	Writing SLO includes <u>all students in all 3 grades</u>
--	--

Furthermore, percentages or particular groups of students may not be excluded. For example, **students with IEPs in a general education setting must be included in the building administrator’s SLO.**

Setting tiered targets according to students’ starting points, whether it is measuring mastery or progress, is recommended because students may begin at varying levels of preparedness. However, the expectation is that all students should make academic gains regardless of where they start. For example, students who begin below grade-level may be expected to make substantial progress toward course/grade objectives by the end of the instructional interval, reducing the gap between their current and expected performance, while students who begin on grade level may be expected to meet or exceed proficiency by the end of the instructional period.

FAQ

Can I write an absenteeism clause into my SLO such as “For those students who are present 80% of the time?”

No, because an SLO must include all students on the roster for the course or area with which the objective is aligned, and attendance clauses potentially exclude students. Building administrator are responsible for documenting all students’ progress toward the objective, including their efforts to reach students with extreme absenteeism. However, your evaluator can take extreme absenteeism into account when scoring the SLO.

FAQ

The students in my school have high mobility, so my student population often looks different by January. How do I set targets for students I have never even seen?

You should set your SLOs based upon the students who are on your roster at the beginning of the school year. At mid-year, you and your evaluator should compare your current roster to the one upon which the targets were set. If there are substantial differences, adjust the targets as necessary to include all of the applicable students and exclude students who no longer attend your school.

Baseline Data/Information

Data is information, and educators collect information from students every day in order to help them plan effectively, adjust instruction and supports, monitor progress, and assess student performance. In order to set appropriate long-term goals for students, educators must understand where students are at the beginning of instruction. There are many ways that teachers and building administrators understand their students' starting points at the beginning of the year. The methodology chosen should consider:

- Whether there is student assessment data or information from the previous year that could influence the current year's progress (e.g. reading level);
- If students have never been exposed to course content (e.g. students taking Spanish), it may be more accurate to gather information on the students' performance throughout the first few weeks of the course;
- Baseline data from a pre-test may be helpful when it is important to understand students' skill or knowledge level at the beginning of the course. These tests could include a teacher-created or commercial assessment and focus on either the current or previous grade's standards and content.

Baseline data/information can be used in two ways for SLOs. It can inform the Objective Statement and contribute to setting Targets. In all scenarios baseline data/information is a must; however, **a pre-test/post-test model is not required and, in some cases, might be inappropriate.**

The primary function of baseline data for an SLO is to provide information about where students are starting in order to set appropriate targets. This does not mean it is necessary to pinpoint projected student growth, since some targets may focus on reaching a specific level of proficiency. Building administrators should work with teachers to gather information that helps them understand how prepared students are to access material.

For more resources and best practices on gathering baseline data/information, see the online Module: *Using Baseline Data/Information to Set SLO Targets* on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.



Rigor of Target

When setting the target(s) for an SLO, the building administrator should start by considering the most important content/skills the students need to attain by the end of the interval of instruction (objective statement), and where students are with respect to the objective statement (baseline data).



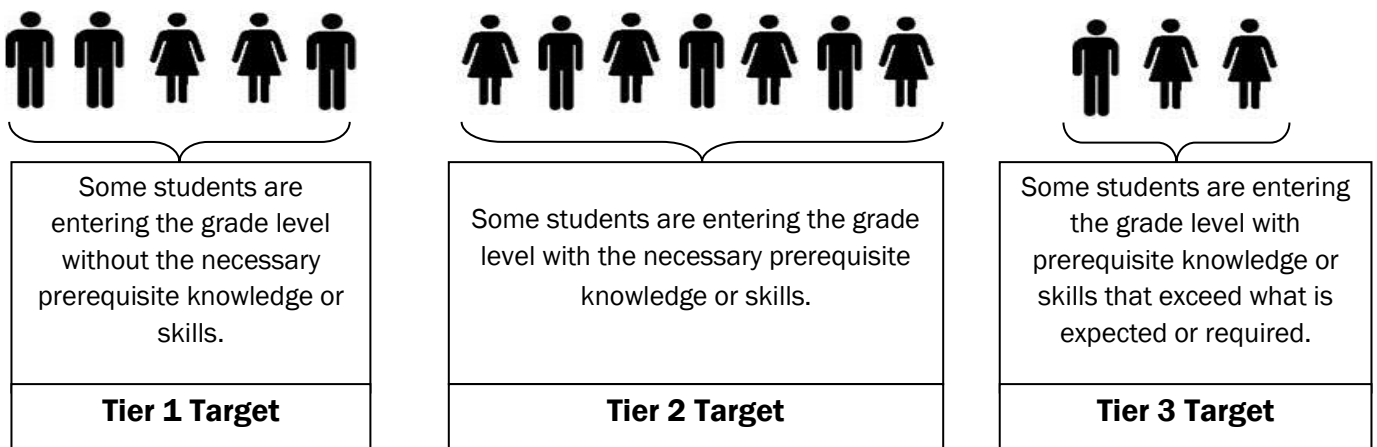
While the default target for any SLO should reflect mastery of the relevant course or grade-level standards, the reality is that not all students begin with the same level of preparedness. Therefore, targets may be tiered to reflect differentiated expectations for learning.

Setting tiered targets based on students' prerequisite knowledge and skills helps to ensure that the targets are rigorous and attainable for all students. Students entering a course with high proficiency or robust prerequisite skills will need to be challenged by a higher target. For students entering a course with lower proficiency or lacking prerequisite skills, a more modest target may be appropriate in order to ensure that it is reasonably attainable in the interval of instruction.

However, it is also important to consider the support a student or groups of students receive. For example, a student may enter a course lacking prerequisite skills in reading, but they have a personal literacy plan and receive significant support from a reading specialist and a special education teacher. In this scenario, it may make sense to raise expectations for what the student will be able to learn or be able to do by the end of the interval of instruction because of the intensity of support provided.

The intent of tiered targets is not to calcify achievement gaps. The need for fairness and appropriateness should be balanced by the need to challenge lower-achieving students to catch up to their peers. Additionally, while students in lower tiers may have a lower absolute target, reaching it may require them to make *more progress* than students with higher targets, resulting in a closing or narrowing of the achievement gap(s).

The following graphic shows one example of how to tier targets based on students' preparedness for the content:



Building administrators who collaborate on SLOs should also confer about targets; however the targets for each individual building administrator must reflect the actual students in their school.

More detailed information about SLO target setting, including the online module *Using Baseline Date and Information to Set SLO Targets*, is available on the RIDE website at www.ride.ri.gov/EdEval-OnlineModules.



Quality of Evidence

High-quality assessments are essential for accurately measuring student learning. **In Rhode Island, a variety of summative assessments may be used as evidence for SLOs, including performance tasks, extended writing, research papers, projects, portfolios, unit assessments, final assessments, or a combination.** Assessments may be created by individual teachers, teams of teachers, district leaders, or purchased from a commercial vendor. However, all assessments must be reviewed by evaluators.

In most cases, teachers of the same course should share an SLO that includes the same source(s) of evidence. Building administrators should also coordinate with teachers to use existing sources of evidence. This ensures that students across the school or district in each course are required to demonstrate their understanding in the same way. It also presents an opportunity for teachers to collaborate in the creation or selection of the assessment, scoring, as well as in reviewing and analyzing assessment results. This collaboration promotes consistency and fairness, and can make the process more efficient for teachers, building administrators, and evaluators.

Selecting the right evidence source is about finding the best assessment for the purpose. In order to make this determination, the question to ask is, “Is this evidence source *aligned* to what is being measured?” Alignment of evidence source refers to:

- **Content** (e.g., SLO focuses on reading informational text and the evidence source focuses on informational text)
- **Coverage** (e.g., SLO includes five standards and all five of those standards are addressed by the evidence source)
- **Complexity** (e.g., SLO addresses a variety of DOK¹ levels and the evidence source includes items/tasks aligned with those DOK levels).

An assessment may be high-quality for a particular purpose, but if it is not aligned to the content standards of the SLO, it is not the best choice. Additionally, the use of a single evidence source can be problematic if it does not capture the full breadth of skills and knowledge identified in the Objective Statement. Consider the following example:

The Objective Statement says that students will improve their reading accuracy, fluency, and comprehension of literary and informational text, and their ability to convey information about what they’ve read. One assessment might be used to measure reading accuracy, fluency, and some comprehension of both literary and information text. Another assessment might be used to measure deeper reading comprehension and their ability to convey information about what they’ve read.

¹ DOK refers to Webb’s (2002) Depth of Knowledge Framework, which includes four levels of cognitive demand: Level 1: Recall, Level 2: Skill/Concept, Level 3: Strategic Thinking, Level 4: Extended Thinking. See CAS Criteria & Guidance p. 15.

Other considerations for determining the quality of an evidence source include format, item type, and administration and scoring procedures. The evidence source(s) should be as authentic as possible without being impractical to administer and score.



More information about creating and selecting assessments can be found in the *Comprehensive Assessment System Criteria & Guidance* document, available on the RIDE website at: www.ride.ri.gov/CAS.

RIDE has also developed an **Assessment Toolkit** to support educators with assessment literacy. The Assessment Toolkit contains four resources:

1. **Creating & Selecting High-Quality Assessments Guidance**
2. **Using Baseline Data and Information Guidance**
3. **Collaborative Scoring Guidance**
4. **Assessment Review Tool**



Educators can access the Assessment Toolkit on the RIDE website at: www.ride.ri.gov/EdEval-OnlineModules.

The table below includes further guidance on selecting high-quality evidence sources. These Assessment Quality Descriptors represent some of the most important aspects of an assessment to consider. Some of the criteria are inherent to the assessment (e.g., the purpose), while others relate to an educator’s use of the assessment (e.g., the scoring process).

Assessment Quality Guidance

High Quality	<ul style="list-style-type: none"> ▪ Assessment is aligned with its intended use ▪ Assessment measures what is intended ▪ Items represent a variety of DOK levels ▪ Assessment includes a sufficient number of items to reliably assess content ▪ Assessment includes some higher-level DOK constructed response items at least one very challenging item ▪ Assessment is grade level appropriate and aligned to the curriculum ▪ Scoring is objective (includes scoring guides and benchmark work), and uses a collaborative scoring process
Moderate Quality	<ul style="list-style-type: none"> ▪ Assessment is loosely aligned to its intended use ▪ Assessment mostly measures what is intended ▪ Items represent more than one level of DOK ▪ Assessment includes a sufficient number of items to reliably assess most content ▪ Assessment is grade level appropriate ▪ Scoring may include scoring guides to decrease subjectivity, and/or may include collaborative scoring
Low Quality	<ul style="list-style-type: none"> ▪ Assessment is not aligned to its intended use ▪ Assessment does not measure what is intended ▪ Items represent only one level of DOK ▪ Assessment includes an insufficient number of items to reliably assess most content ▪ Assessment is not grade level appropriate ▪ Scoring is open to subjectivity, and/or not collaboratively scored

English Language Learners & Students with Disabilities

English Language Learners and students with disabilities should be included in building administrator's SLOs. Building administrators may also set SLO(s) for a subgroup such as English Language Learners or students with disabilities.

In some cases, evidence may need to be differentiated for English Language Learners to account for how they currently demonstrate content skills and knowledge (this can be found in the WIDA CAN-DO Descriptors by domain and grade level cluster). All building administrators should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills.

For more information on Cook's profiles, visit <http://www.ride.ri.gov/applications/ell/>.



SLOs for students with disabilities should be based upon Common Core standards or other appropriate content standards, historical data, and other academic information. Though there may be overlap in the content, assessments, or evidence used, Individualized Education Program (IEP) goals cannot be used as SLOs. **SLOs include a complete roster of students, whereas IEP goals are independently crafted for each student.** IEPs can inform a teacher's or an instructional team's SLOs by providing data to inform Baseline Data/Information and Targets. IEP goals, assessments, and other evidence may inform SLOs if the focus is in content areas of English Language Arts or mathematics, for example, and reflects student academic performance consistent with the general education curriculum at grade level.

Building administrators should tier their targets based on various baseline data/information to ensure the targets are rigorous, yet attainable for all students included. There is no maximum amount of tiers an educator can create for a set of students. Special educators, general educators, and building administrators should collaborate when setting targets for students with disabilities.

Approving Student Learning Objectives

In order for an SLO to be approved, it must be rated as acceptable on three criteria:

1. **Priority of Content**
2. **Rigor of Target(s)**
3. **Quality of Evidence**

Some SLOs will be approvable upon submission, while others will require revisions. An SLO Quality Review Tool have been developed to further clarify expectations and help building administrators and evaluators determine if an SLO is acceptable or needs revision.

The SLO Quality Review Tool is available on the RIDE website at:
www.ride.ri.gov/EdEval-Best-Practices-Resources.



Flexibility Factor

Approving Student Learning Objectives

Student Learning Objectives should be discussed during the Beginning-of-Year Conference and approved no later than the end of the first quarter.

Reviewing Student Learning Objectives at the Mid-Year Conference

The Mid-Year Conference offers an opportunity for building administrators to review and discuss their students' learning progress with their evaluators. Building administrators and evaluators should work together to ensure students' learning needs are effectively addressed through instructional practice and supports. If students are not progressing as expected, the building administrator, relevant teachers, and evaluator should collaborate to revise the supports and interventions in place to help accelerate student progress.

Building administrators should not have a need to revise their SLOs mid-year. If extenuating circumstances should occur, the building administrator should discuss the issues with their evaluator and together determine if the additional support is needed or if the SLO should be revised.

Scoring Individual Student Learning Objectives

The process for scoring individual SLOs begins with a review of the available evidence submitted by the building administrator, including a summary of the results. Evaluators will score each individual SLO as *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.

Exceeded

- This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

Met

- This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met.” The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

Nearly Met

- This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).

Not Met

- This category applies when the results do not fit the description of what it means to have “Nearly Met.” If a substantial proportion of students did not meet the target(s), the SLO was not met. This category also applies when results are missing, incomplete, or unreliable.

Flexibility Factor

Submission of Results

Schools and districts may determine the timeline for submitting SLO results. However, the intent is for SLOs to document the impact that building administrators are making throughout the full interval of instruction. Early deadlines are not recommended (e.g., an April deadline for a year-long SLO). Additionally, some assessment data (e.g., end-of-year assessments) will not be available at the time of the End-of-Year Conference. In these cases, the educator and evaluator should meet and discuss other components of the evaluation system and review any data related to the SLOs. When data become available, the building administrator should summarize it and send it to the evaluator for review and the assignment of an overall rating.

Additional Student Learning Objective Scoring Guidance

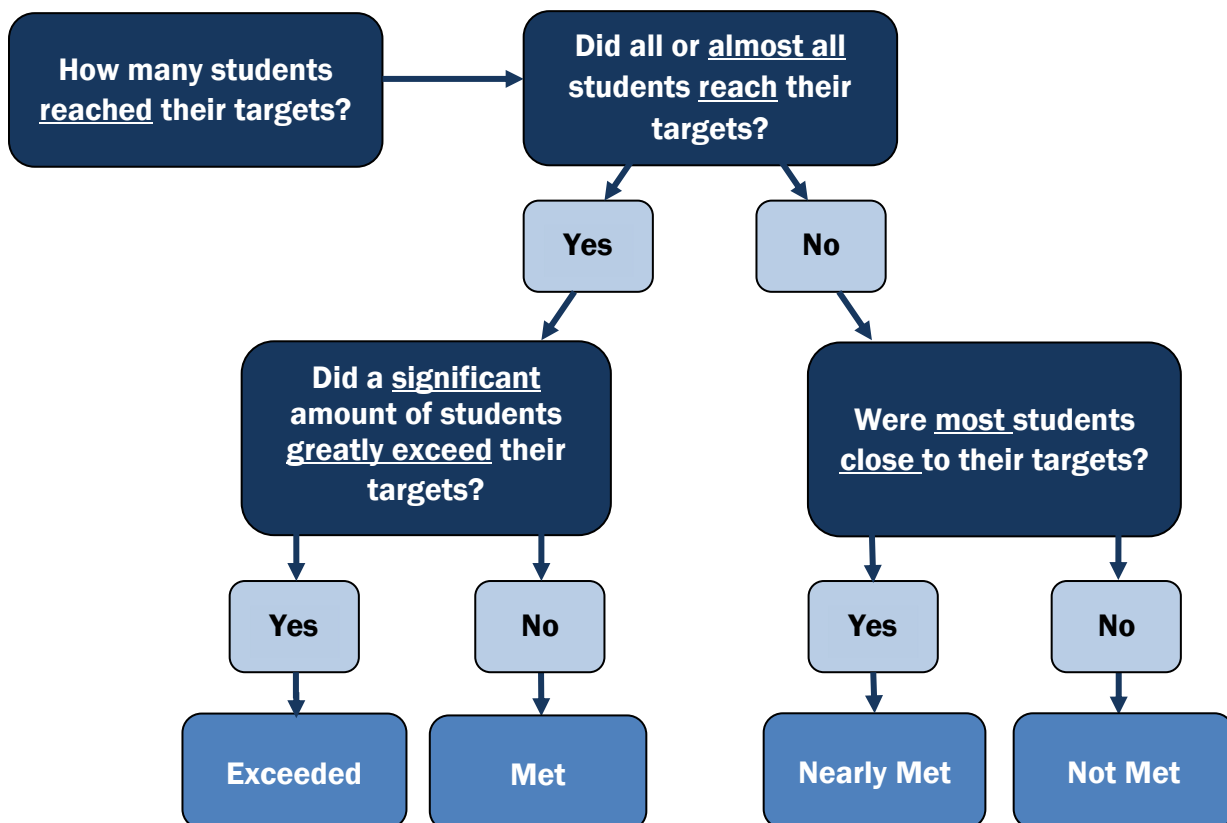
To help further clarify the definitions of *Exceeded*, *Met*, *Nearly Met*, and *Not Met*, RIDE has developed the following scoring guidelines that LEAs can choose to adopt.

Not Met	Nearly Met	Met	Exceeded
<ul style="list-style-type: none"> <70% of students met their target 	<ul style="list-style-type: none"> 70-89% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target 	<ul style="list-style-type: none"> At least 90% of students met their target AND 25% of students exceeded their target

NOTE: The additional SLO scoring guidance above does not eclipse local LEA policy. LEAs have the flexibility to adopt or adapt the additional SLO scoring guidance or chose to continue to use the *Exceeded*, *Met*, *Nearly Met*, and *Not Met* descriptions exclusively.

Student Learning Objective Scoring Process Map

The SLO Scoring Process Map below outlines the specific steps an evaluator should take to determine if individual SLOs are *Exceeded*, *Met*, *Nearly Met*, or *Not Met*.



Scoring Student Learning Objective Sets

Once individual SLOs are scored by evaluators, the SLO Set Scoring Tables are used to determine an overall SLO rating of *Exceptional Attainment*, *Full Attainment*, *Partial Attainment*, or *Minimal Attainment*. The SLO set scoring tables are located in **Appendix 1**.

Student Learning Objective Set Descriptors

Exceptional Attainment

- Results across SLOs indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs and/or demonstrated an outstanding impact on student learning.

Full Attainment

- Results across SLOs indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs and/or demonstrated a notable impact on student learning.

Partial Attainment

- Results across SLOs indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.

Minimal Attainment

- Results across SLOs indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs or the educator who has not engaged in the process of setting and gathering results for SLOs.

The Rhode Island Growth Model

The Rhode Island Growth Model (RIGM) is a statistical model that measures students' achievement in reading and mathematics by comparing their growth to that of their academic peers. It does not replace the proficiency data from state assessments. Rather, the RIGM enables us to look at growth in addition to proficiency to get a fuller picture of student achievement.

Using this model, we can calculate each student's progress relative to their academic peers on the NECAP Math and Reading tests for grades 3-7. Academic peers are students who have scored similarly on the NECAP in the past. Because all students' scores are compared only to those of their academic peers, students at every level of proficiency have the opportunity to demonstrate growth in their achievement.

The 2013-14 school year marked the first time that teachers and support professionals who were designated by their LEA as contributing educators in math and reading in grades 3-7 received an in progress RIGM score. Building administrators who oversaw students in these grades also received an in progress RIGM score. These scores were released via the Educator Performance and Support System (EPSS) to provide teachers and school and district leaders with a critical piece of information to improve teaching and learning. In 2014-15, contributing educators, where applicable, will once again receive a RIGM score. Although, these scores will not factor into the Final Effectiveness Rating, they should continue to be used for self-reflection and to improve teaching and learning.

We anticipate that RIGM scores will be factored into Final Effectiveness ratings when RIGM scores become available through the new statewide assessment system (PARCC).

The RIDE website features an expanding set of resources and tools to help educators and parents understand how the various components of the Rhode Island Growth Model are calculated, some of the useful features of the Model, and how it can be used in the future. Current offerings include:

- A **four-part series of recorded training modules** to help educators understand how student growth is calculated, represented, and used in the evaluation process.
- A **Growth Model Visualization tool** that allows educators, parents, students, and policy makers to view district- and school-level data for all public Rhode Island schools.
- **Answers to frequently asked questions** about the Rhode Island Growth Model, including and a **glossary of terms** that every evaluator and educator should understand.
- A **ready-to-print brochure** about the use and purpose of the Rhode Island Growth Model.

These online resources can be accessed on the RIDE website at: www.ride.ri.gov/RIGM.



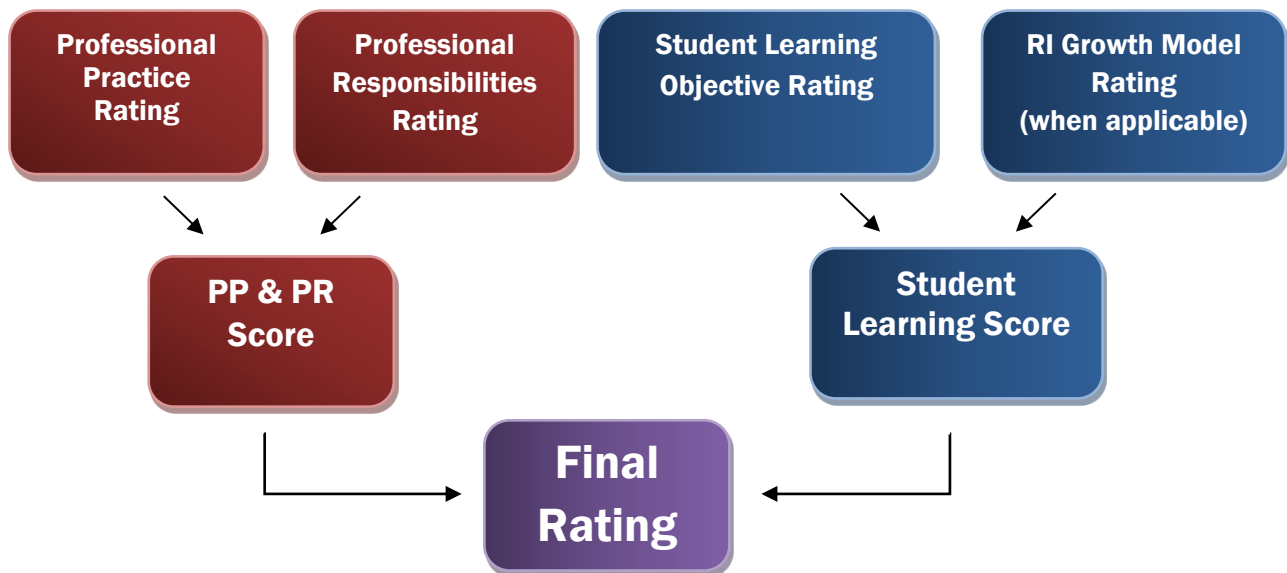
Calculating a Final Effectiveness Rating

The Final Effectiveness Rating will combine an individual's overall Student Learning score and the combined Professional Practice and Professional Responsibilities score. Building administrators will receive one of four Final Effectiveness Ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Responsibilities, Student Learning Objectives, and (when applicable) the RIGM Rating combine to produce the Final Effectiveness Rating. The section that follows explains how a series of matrices is used to calculate this rating.

Components of a Final Effectiveness Rating



Step 1 – Calculate a Professional Practice Rating

- The process for calculating a Professional Practice Rating is specific to the building administrator evaluation system being implemented.

Step 2 – Calculate a Professional Responsibilities Rating

- The process for calculating a Professional Responsibilities Rating is specific to the building administrator evaluation system being implemented.

Step 3 – Combine Professional Practice and Professional Responsibilities to form “PP and PR” Score

- The matrix pictured below will be used to determine the PP and PR score on a scale of 4 to 1. In the example below, the building administrator earned a Professional Practice rating of *Proficient* and a Professional Responsibilities Rating of *Meets Expectations*. These combine to form a PP and PR score of 3.

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

Step 4 – Calculate a Student Learning Objective Rating

- Evaluators will score each individual SLO as *Exceeded*, *Met*, *Nearly Met*, or *Did Not Meet*. The SLO Scoring Process Map on page 26 outlines the specific steps an evaluator should take to determine individual SLO scores.
- Once individual SLOs are scored, an overall SLO rating will be calculated using the scoring tables located in **Appendix 1**.
- Sets of Student Learning Objectives will receive one of the following ratings:
 - **Exceptional Attainment**
 - **Full Attainment**
 - **Partial Attainment**
 - **Minimal Attainment**

Step 5 – Rhode Island Growth Model Rating (when applicable)

- We anticipate that RIGM scores will be factored into Final Effectiveness ratings when RIGM scores become available through the new statewide assessment system (PARCC). When that happens, building administrators will earn an RIGM rating of *Low Growth*, *Typical Growth*, or *High Growth*. These ratings will be supplied by the Rhode Island Department of Education.

Step 6 – Determine an Overall Student Learning Score

- When applicable, the SLO rating will be combined with a Rhode Island Growth Model rating using the matrix pictured below. For example, if an educator received an SLO rating of *Full Attainment* and a Growth Model rating of *Typical Growth*, these two ratings would combine to produce an overall Student Learning score of 4. For educators without a Rhode Island Growth Model rating, their SLO rating will be their overall Student Learning score.

Student Learning Matrix

		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

Step 7 – Combine Scores to Determine Final Effectiveness Rating

- The PP and PR score and the Student Learning score will be combined using the matrix on the following page to establish the Final Effectiveness Rating. In this example, the building administrator received a Student Learning score of 3 and a PP and PR score of 3, which results in a Final Effectiveness Rating of *Effective*.

Matrices

The Rhode Island uses matrices to determine an educator's Professional Practice and Professional Responsibilities Score (PP and PR Score), Student Learning Score, and Final Effectiveness Rating. All three matrices were developed with educator profiles in mind and were not developed to force a specific distribution of educator performance. Scores on PP and PR, Student Learning, and the Final Effectiveness Ratings are neither random nor limited to a certain percentage.

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1

		Student Learning/Outcome Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

Final Effectiveness Rating Matrix

		STUDENT LEARNING				
		4	3	2	1	
PP x PR	4	HE	E	D	D	
	3	HE	E	D	D	
	2	E	E	D	I	
	1	D	D	I	I	

HE	- Highly Effective
E	- Effective
D	- Developing
I	- Ineffective

Appendix 1: Student Learning Objective Scoring Lookup Tables

Table 1: SLO Scoring Lookup Table for 2 SLOs

SLO 1	SLO 2	Final
Exceeded	Exceeded	Exceptional Attainment
Exceeded	Met	Full Attainment
Exceeded	Nearly Met	Full Attainment
Met	Met	Full Attainment
Met	Nearly Met	Full Attainment
Exceeded	Not Met	Partial Attainment
Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Not Met	Minimal Attainment
Not Met	Not Met	Minimal Attainment

Table 2: SLO Scoring Lookup Table for 3 SLOs

SLO 1	SLO 2	SLO 3	Final
Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Not Met	Partial Attainment
Exceeded	Met	Met	Full Attainment
Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Full Attainment
Met	Met	Nearly Met	Full Attainment
Met	Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Not Met	Partial Attainment
Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Minimal Attainment

Table 3: SLO Scoring Lookup Table for 4 SLOs

SLO 1	SLO 2	SLO 3	SLO 4	Final
Exceeded	Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Exceeded	Not Met	Full Attainment
Exceeded	Exceeded	Met	Met	Full Attainment
Exceeded	Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Exceeded	Met	Not Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Exceeded	Not Met	Not Met	Partial Attainment
Exceeded	Met	Met	Met	Full Attainment
Exceeded	Met	Met	Nearly Met	Full Attainment
Exceeded	Met	Met	Not Met	Partial Attainment
Exceeded	Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Met	Not Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Not Met	Minimal Attainment
Exceeded	Not Met	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Met	Full Attainment
Met	Met	Met	Nearly Met	Full Attainment
Met	Met	Met	Not Met	Partial Attainment
Met	Met	Nearly Met	Nearly Met	Partial Attainment
Met	Met	Nearly Met	Not Met	Partial Attainment
Met	Met	Not Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Met	Not Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Not Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Not Met	Minimal Attainment

Appendix 2: Online Resources

The Educator Evaluation section of the RIDE website contains a wide variety of resources. These online resources are updated frequently and we encourage educators to check back often.

Educator Evaluation Homepage:

www.ride.ri.gov/EdEval

Guidebooks & Forms:

www.ride.ri.gov/EdEval-RIModel-GuidesForms

Rhode Island Model FAQs:

www.ride.ri.gov/EdEval-RIModel-FAQs

Online Modules & Tools (including the Assessment Toolkit):

www.ride.ri.gov/EdEval-OnlineModules

Summer Training:

www.ride.ri.gov/EdEval-InPersonTraining

Student Learning Objectives:

www.ride.ri.gov/SLOs

Best Practices Resource Suite:

www.ride.ri.gov/EdEval-Best-Practices-Resources

Educator Performance and Support System (EPSS):

www.ride.ri.gov/EPSS

Rhode Island Growth Model:

www.ride.ri.gov/RIGM

Comprehensive Assessment System:

www.ride.ri.gov/CAS

