

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 for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The District will assign HEDI points according to Table C4 for K-2 ELA and Table B1 for grade 3. Teachers can
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

obtain all points. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

For K-2 teachers, the AIMSWEB ELA 10-point score will be determined using Table C4 (0-10 points). Teachers can earn up to 5 points for the percentage of students demonstrating growth as determined by the AIMSWEB Box and Whiskers graph for each individual child. Teachers can earn up to 5 additional points (10 points total) for the percentage of students achieving at their individual identified growth target in June on the AIMSWEB Box and Whiskers graph. The targets will be based on National Norms provided by AIMSWEB. Table B2 and the Nassau BOCES Developed Grade Specific K-2 Math Assessment score (0-20 points) will then be divide by 2 (and rounded up to determine the final math score out of 10 points). The two scores (AIMSWEB and Nassau BOCES Math Assessment) will then be mathematically added together to arrive at the final SLO score (20 points).

For grade 3, teachers in consultation with their supervisor(s) will be setting growth targets based on the Plainview-Old Bethpage developed fall pre-assessment. Points will be assigned to teachers based on the performance of their students on the NYS Grade 3 ELA Assessment.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

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	Nassau BOCES developed Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Nassau BOCES developed First grade Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Nassau BOCES developed Second Grade Mathematics 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 student performance.

<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>For teachers in grades K-2, the Nassau BOCES Developed Grade Specific Math Assessments will be used as the basis for the SLO. Table B2 shows the performance levels that will be assigned to various baseline and end-of-year scores to track student math growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline math assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring math assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target.</p> <p>Table B1 will be applied to determine the score will be out of 20 points. This score will then be divide by 2, and round up to determine the final math score out of 10 points. The two scores (AIMSWEB and Nassau BOCES Math Assessment – see 2.2) will then be mathematically added together to arrive at the final SLO score (20 points).</p> <p>For grade 3 math, teachers in consultation with their supervisor(s) will be setting growth targets based on the Plainview-Old Bethpage developed pre-assessment. Points will be assigned to teachers based on the performance of their students on the NYS Grade 3 Math Assessment.</p>
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<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.</p>

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
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6	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	Plainview-Old Bethpage 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Using Table B2 and pre-assessment (baseline) results, Grade 7 Science teachers will develop Student Learning Objectives and identify student growth targets in collaboration with their supervisor(s) based on district-developed assessments. Table B2 shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). The District will assign HEDI points according to Table B1 and Student growth targets based on Table B2. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score.</p> <p>For grade 8 science, teachers in consultation with their supervisor(s) will be setting growth targets based on the Plainview-Old Bethpage developed pre-assessment. Points will be assigned to teachers based on the performance of their students on the NYS Grade 8 Science Assessment.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grade 7-8 Science teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grade 7-8 Science teachers with 34-87%of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grade 7-8 Science teachers with 11-33%of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grade 7-8 Science teachers with 0-10%of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

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	Plainview-Old Bethpage Developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Grade 8 Long Island Regionally Developed 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using Table B2 and pre-assessment (baseline) results, Grade 7-8 Social Studies teachers will develop Student Learning Objectives and identify student growth targets. Table B2 shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). The District will assign HEDI points according to Table B1 and Student growth targets based on Table B2. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Grade 7-8 Social Studies teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.
Effective (9 - 17 points) Results meet District goals for similar students.	Grade 7-8 Social Studies teachers with 34-87% of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1.
Developing (3 - 8 points) Results are below District goals for similar students.	Grade 7-8 Social Studies teachers with 11-33% of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Grade 7-8 Social Studies teachers with 0-10% of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

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	Plainview-Old Bethpage Developed Global 1 History 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

The SLOs for High School Social Studies courses will be rigorous and comparable. The Plainview-Old Bethpage Social Studies Final Examinations will be used for Global 1. The Regents exams will be used for Global 2 and American History. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	HS Regents Social Studies teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.
Effective (9 - 17 points) Results meet District goals for similar students.	HS Regents Social Studies teachers with 34-87% of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1.
Developing (3 - 8 points) Results are below District goals for similar students.	HS Regents Social Studies teachers with 11-33% of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	HS Regents Social Studies teachers with 0-10% of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	High School Regents Science teachers will develop Student Learning Objectives and set student growth targets. The District will assign HEDI points according to Table B1 and Student Growth Targets based on Table B2. Growth targets will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively
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specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

HS Regents Science teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.

Effective (9 - 17 points) Results meet District goals for similar students.

HS Regents Science teachers with 34-87% of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1.

Developing (3 - 8 points) Results are below District goals for similar students.

HS Regents Science teachers with 11-33% of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.

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

HS Regents Science teachers with 0-10% of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

High School Regents Math teachers will develop Student Learning Objectives and set student growth targets. The District will assign HEDI points according to Table B1 and Student growth targets based on Table B2. Growth targets

will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

HS Regents Math teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table

Effective (9 - 17 points) Results meet District goals for similar students.

HS Regents Math teachers with 34-87% of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1

Developing (3 - 8 points) Results are below District goals for similar students.

HS Regents Math teachers with 11-33% of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.

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

HS Regents Math teachers with 0-10% of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

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	Plainview-Old Bethpage developed Grade 9 English Language Arts Assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	Plainview-Old Bethpage developed Grade 10 English Language Arts Assessment
Grade 11 ELA	Regents assessment	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 student performance.

<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>The SLOs for High School English courses will be rigorous and comparable. The Plainview-Old Bethpage developed Grade 9 and/or 10 English Language Arts Assessment will be used for grades 9 and 10, respectively. The English Regents exam will be used for grade 11. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>HS Regents English teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>HS Regents English teachers with 34-87%of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>HS Regents English teachers with 11-33%of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>HS Regents English teachers with 0-10%of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated</p>

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Grade 5 Spanish	District, Regional or BOCES-developed	Plainview Old-Bethpage Developed Spanish Final Examination
Grade 8 and 9 Spanish	District, Regional or BOCES-developed	Nassau Foreign Language Association of Chairpersons and Supervisors Assessment developed grade 8-Spanish Checkpoint A and Grade 9 Spanish Checkpoint B exam
AIS Math and Special Education, 4-8	District, Regional or BOCES-developed	NYS Math Grade Specific Assessment
Reading and AIS and Special Ed, 4-8	State Assessment	NYS ELA Grade Specific Assessment
Technology 7	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 7 Technology Assessments
Library K	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade K Library Assessment
Orchestra 5/6, 7	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 5/6 Orchestra Assessment
Chorus 5/6,	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 5/6 Chorus Assessment
Band 5/6,	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 5/6 Band Assessment
General Music K	District, Regional or BOCES-developed	Plainview-Old Bethpage developed General Music grade K Assessment
All other Foreign Language Courses	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Course Specific Foreign Language Assessment
All other Social Studies Courses	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Course Specific Social Studies Assessment
All other English Courses	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Course Specific English Assessment
Business 9	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 9 Business Assessment
All other secondary Science	District, Regional or BOCES-developed	Plainview-Old Bethpage developed course specific Assessment
Reading, Special Ed. and AIS, K-2	State-approved 3rd party assessment	AIMSweb
Art K	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Kindergarten Art Assessment
Physical Education K	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Kindergarten Physical Education Assessment
Gifted Education 6	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 6 Gifted Education Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

The SLOs for all other courses listed above will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. For teachers of ESL, student growth targets will be based on the NYSESLAT results from the prior year as compared to the results from 2013. Individual targets will be set and students meeting 45 points or higher will be considered making appropriate growth. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Evidence indicates teacher performance results in student learning that surpasses District expectations (88% or greater of students). See Table B1

Effective (9 - 17 points) Results meet District goals for similar students.

Evidence indicates teacher performance results in student learning that aligns with District expectations (34% to 87% of students). See Table B1

Developing (3 - 8 points) Results are below District goals for similar students.

Evidence indicates teacher performance results in student learning that approaches but does not fully align with District expectations (11% to 33% of students) See Table B1

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

Evidence indicates teacher performance does not result in student learning that aligns with District expectations (0% to 10% of students). See Table B1

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

assets/survey-uploads/5364/124289-avH4IQNZMh/Form_2-10_All-Other-Courses_revised2.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124289-TXEttx9bQW/Teachers_APPR_SLO_Attachments-Tables revised3.doc

2.12) Locally Developed Controls

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

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

Not applicable

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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