

7. Growth on State Assessments or Comparable Measures (Principals)

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7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

9-12
5-8
(No response)
(No response)
(No response)
(No response)
(No response)

7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. 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.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Kindergarten	State-approved 3rd party assessment	AIMSWEB ELA Assessment
Kindergarten	District, regional, or BOCES-developed	Nassau BOCES Developed Grade Specific Math Assessments
Grades 9 - 12	State assessment	NYS Integrated Algebra Regents Examination
Grades 1-4	State assessment	NYS Grades 3 and 4 ELA and Math Assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals 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 process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

The building principals will develop rigorous SLOs in collaboration with their evaluators. The SLOs will be based on the same teacher baseline data and applied using similar methodology.

Kindergarten Principal

The Kindergarten Principal can earn up to 5 points for the percentage of students demonstrating growth as determined by the AIMSWEB assessment (see Table 1). The Kindergarten Principal 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 AIMSWEB. Tables 2 and 3 will be used to determine the math score. For the Nassau BOCES Developed Grade Specific Kindergarten Math Assessment, take the score out of 20 points (using Table 3), divide by 2, and round up to determine the final math score out of 10 points. Then, add this score to the AIMSWEB ELA 10-point score to determine final SLO score (20 points).

Grades 1-4 Principal

These principals will use their NYS supplied growth scores

(based on grade 4 ELA and Math assessments) in combination with their identified grade 3 Math and ELA SLOs. Grade 3 principals will set their ELA and Math targets in collaboration with the superintendent. Points will be assigned based on the percentage of students meeting individual growth targets using Table 3. The growth score for each principal will be combined together with the ELA and Math SLO scores in a proportional manner.

Grades 9-12 Principal

If NO state supplied score is supplied for the high school principal, he will use the school-wide Integrated Algebra Regents results using Table 4. The school-wide passing percentage (greater than or equal to 65) will be compared to the state average. The number of percentage points above the state average, using Table 4, will result in the HEDI score.

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

Based on the District's goals and priorities, a large majority of the students in the school meet district target goals on identified assessments.

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

Based on the District's goals and priorities, a majority of the students in the school meet district target goals on identified assessments.

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

Based on the District's goals and priorities, some of the students in the school meet district target goals on identified assessments.

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

Based on the District's goals and priorities, few of the students in the school meet district target goals on identified assessments.

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/5365/124297-lha0DogRNw/Principals_APPR_SLO_Attachment_Tables_Revised3_1.doc

7.4) Special Considerations for Comparable Growth Measures

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: prior student achievement results, 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.

(No response)

7.5) Principals 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 category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals 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 and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures 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
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures 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 educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked