

HEDI SCORING

Non-Value-Added

HIGHLY EFFECTIVE	EFFECTIVE															DEVELOPING					INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0		
92-100	91-88	87-84	83-80	79-76	75-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-0			

Value-Added (4-8 Math & ELA)

HIGHLY EFFECTIVE	EFFECTIVE										DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0		
91-100	90-84	83-77	76-71	70-64	63-57	56-50	49-45	44-39	38-36	35-32	31-27	26-19	18-13	12-7	6-0			

Teachers and principals for whom there is a value added measure will use the chart above to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement or growth targets established. Teachers and principals will earn a rating between 0-15 as indicated in the chart above based on the percent of students who meet the targets.

Teachers and principals for whom there is not a value added measure will use the chart at the top of the page to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement or growth targets established. Teachers and principals will earn a rating between 0-20 as indicated in the chart based on the percent of students who meet the targets.

Student Learning Objective Format

Population	Describe the students to be assessed-grade, number, subject												
Learning Content	Subject/discipline area-Common Core learning standards or NYS learning standards												
Interval	Course duration (full year or semester)												
Evidence	<ol style="list-style-type: none"> 1. Summative assessment results from previous year 2. District approved pre-assessment 3. Other supporting data 4. District approved summative assessment at the end of the course interval 												
Baseline	Summary of evidence from above 1-3												
Target(s)	<p>___% of students will score ___% or higher as measured by the summative assessment</p> <p style="text-align: center;">Or</p> <p>___% of students scoring ___% on baseline assessment will score ___% higher on summative assessment</p>												
HEDI scoring (Value added) (No Value added)	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border: none;">Highly Effective</th> <th style="text-align: left; border: none;">Effective</th> <th style="text-align: left; border: none;">Developing</th> <th style="text-align: left; border: none;">Ineffective</th> </tr> </thead> <tbody> <tr> <td style="border: none;">(100-84%)</td> <td style="border: none;">(83-45%)</td> <td style="border: none;">(44-19%)</td> <td style="border: none;">(18-0%)</td> </tr> <tr> <td style="border: none;">(100-84%)</td> <td style="border: none;">(83-49%)</td> <td style="border: none;">(48-25%)</td> <td style="border: none;">(24-0%)</td> </tr> </tbody> </table>	Highly Effective	Effective	Developing	Ineffective	(100-84%)	(83-45%)	(44-19%)	(18-0%)	(100-84%)	(83-49%)	(48-25%)	(24-0%)
Highly Effective	Effective	Developing	Ineffective										
(100-84%)	(83-45%)	(44-19%)	(18-0%)										
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Rationale	Provide a description of why this SLO is relevant and rigorous and how it supports students in meeting the learning standards. Include descriptions essential components of curriculum, relationship to previous learning and required prerequisite skills. Provide a summary of students current performance based on the measures above and supporting data to indicate the rationale for the targets.												