

## Point Translation and HEDI Scoring Bands

There are several places in your APPR Plan when HEDI scoring bands and point allocation comes up. In some cases the state has made the decision and in others a local decision must be made.

This chart shows bands that SED has prescribed. The 100pt scale is the overall, summative scale that must be used. The 20% growth scale must be used for the state's 20% until such time that the Regents adopt a value added measure (VAM), at which time the 25% scale will go into effect.

	<b>100pt final scale</b>	<b>20% growth</b>	<b>25% growth/VAM</b>
Highly Effective	91-100	18-20	22-25
Effective	75-90	9-17	10-21
Developing	65-74	3-8	3-9
Ineffective	0-64	0-2	0-2

For the purposes of setting HEDI targets in Student Learning Objectives, the district goal/expectation target should be pegged to the middle of the effective band (13 points out of 20). Here's the HEDI band as excerpted from the SLO template:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0

The point allocation for the local achievement 20% is similar. This language from the regulations:

- a Highly Effective rating in this subcomponent if the results are well-above district-adopted expectations for student growth or achievement
- an Effective rating in this subcomponent if the results meet district-adopted expectations for growth or achievement
- a Developing rating in this subcomponent if the results are below district-adopted expectations for growth or achievement
- an Ineffective rating in this subcomponent if the results are well-below district-adopted expectations for growth or achievement

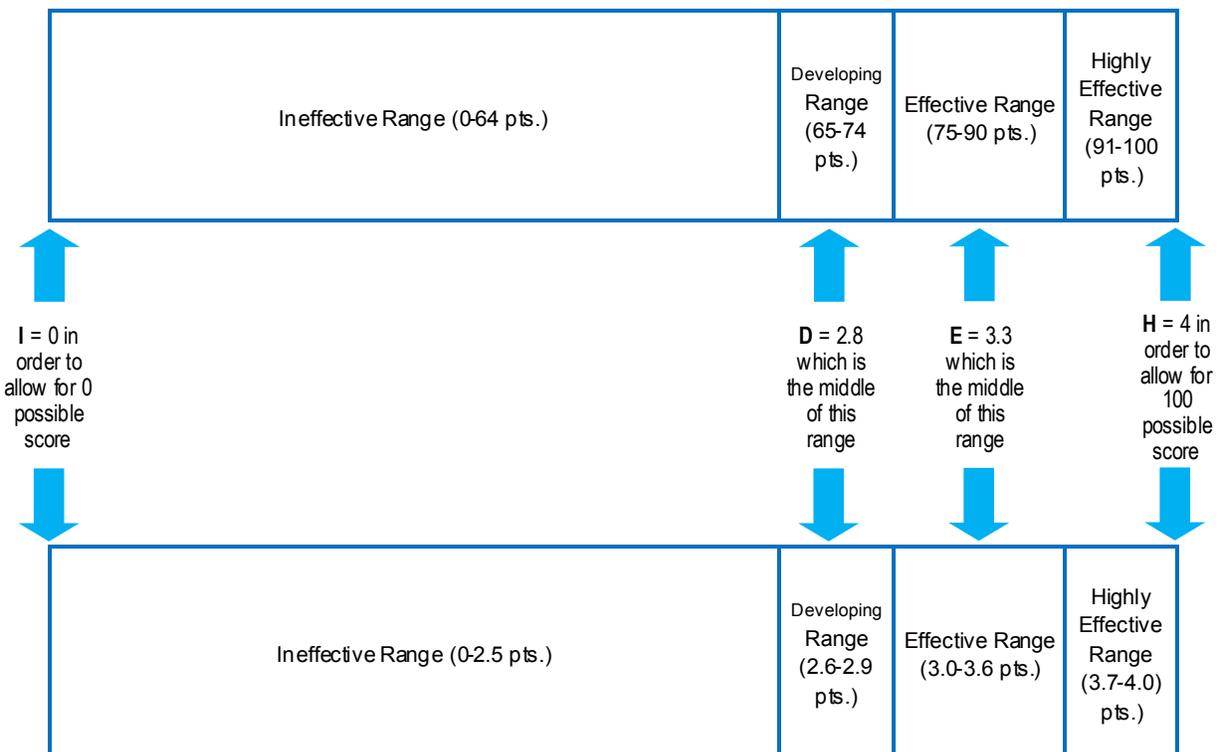
Perhaps the biggest local decision related to points is the multiple measures. Because 60% of the total score is derived from this section it is particularly important to have a well thought out system. Because this is locally negotiated it might be helpful to apply the state's overall 100 point scaled in a similar proportion. This chart shows the overall, 100 pt. HEDI scale as scaled to different ranges:

	<b>100 pt scale</b>	<b>60 pt scale</b>	<b>20 pt scale</b>	<b>4 pt scale</b>	<b>3 pt scale</b>
Highly Effective	91-100	55-60	18-20	3.7-4	2.7-3
Effective	75-90	45-54	15-17	3.0-3.6	2.2-2.7
Developing	65-74	39-44	13-14	2.6-2.9	1.9-2.2
Ineffective	0-64	0-38	0-12	0-2.5	0-1.9

When you identify the mechanism by which the rubric levels are turned into points you should be mindful of a couple of things. First, teachers (and principals) must be able to get an overall score of zero. Therefore, the “ineffective” level on your rubric has to translate to 0 points. Similarly, the “highly-effective” level must translate to four points in order to allow for the possibility of earning a total of 100. The point translation of “effective” and “developing” could be scaled to mirror the state’s final point methodology, in which case an “effective” level on the rubric could be translated to 3.3 points and the “developing” to 2.8 points. Consider the state’s “ruler” for the overall, summative labels:

Ineffective Range (0-64 pts)	Developing Range (65-74 pts)	Effective Range (75-90 pts)	Highly Effective Range (91-100 pts)
------------------------------	------------------------------	-----------------------------	-------------------------------------

This could be translated in this way to the 4 point rubric:



Another way to determine the number of points is by using differential weighting as indicated in this example:

Standard One = Six Points

Add performance level score for each element 1.1 through 1.6

Total score divided by 4 = score for standard one

Standard Two = Six Points

Add performance level score for each element 2.1 through 2.6

Total score divided by 4 = score for standard two

Standard Three = 18 Points

Add performance level score for each element 3.1 through 3.6

Total score divided by four, then multiplied by 3 = score for standard three

Standard Four = 12 points

Add performance level score for each element 4.1 through 4.4

Total score divided by four, then multiplied by 3 = score for standard four

Standard Five = 10 points

Add performance level score for each element 5.1 through 5.5

Total score divided by four, then multiplied by two = score for standard five

Standard Six = 4 points

Add performance level score for each element 6.1 through 6.3, and 6.5

6.4 Non-instructional duty assignments will not be calculated

Total score divided by four = score for standard six

Standard Seven = 4 points

Add performance level score for each element 7.1 through 7.4

Total score divided by 4 = score for standard seven

The scores are totaled which comprise the number of points (out of 60)

NYSUT's Research and Educational Services has prepared a Scoring Methodology for the 60%:

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute. *Note: NYSUT has a point-by-point table for converting from a 1-4 scale to a 60 point scale.*

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.

Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

This table compares SED's scale with a proportional scaling and NYSED's suggest scaling:

	<b>100 pt scale</b>	<b>60 pt scale</b>	<b>NYSUT 60 pt scale</b>
Highly Effective	91-100	55-60	59-60
Effective	75-90	45-54	57-58
Developing	65-74	39-44	50-56
Ineffective	0-64	0-38	0-49

In any case it will be important to make sure that effective scores in each of the three components (state 20%, local 20%, and multiple measures 60%) translates to an overall effective rating for a teacher (or principal).