



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Acting Commissioner of Education
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April 21, 2015

Revised

Mary T. Kelly, Superintendent
Amityville Union Free School District
150 Park Avenue
Amityville, New York 11701

Dear Superintendent Kelly:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Maureen Whitley

NOTE:

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews

Created Wednesday, August 20, 2014

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Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580106030000

If this is not your BEDS Number, please enter the correct one below

580106030000

1.2) School District Name: AMITYVILLE UFSD

If this is not your school district, please enter the correct one below

AMITYVILLE UFSD

1.3) Assurances

Please check all of the boxes below:

1.3) Assurances Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.3) Assurances Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked
1.3) Assurances Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.4) Submission Status

For districts, BOCES, or charter schools that did not have an approved APPR plan in the previous school year, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES, or charter schools that did have an approved APPR plan for the previous school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

2. Growth on State Assessments or Comparable Measures (Teachers)

Created Wednesday, August 20, 2014

Updated Thursday, February 19, 2015

Page 1

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 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, 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.	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: grade 8 Science, 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	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 measuring student growth on the assessments listed for this Task.

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.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. All targets will be approved by principals. The percent of students who meet their targets will be calculated class-wide for a HEDI score. Based on the overall class-wide percentage of students who meet or exceed their individual target, a corresponding 0-20 HEDI score will be determined
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	using the uploaded HEDI chart “Percent Growth – 20 points”.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb

	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 measuring student growth on the assessments listed for this Task.

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.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. All targets will be approved by principals. The percent of students who meet their targets will be calculated class-wide for a HEDI. Based on the overall class-wide percentage of students who meet or exceed their individual target, a corresponding 0-20 HEDI score will be determined using the uploaded HEDI chart “Percent Growth – 20 points”.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.

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

See uploaded “Percent Growth – 20 points HEDI Chart”.

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
6	Not applicable	Not Applicable - Common Branch Teachers
7	School- or BOCES-wide, group or team results based on State assessments	NYS ELA and Math State Assessments in Grades 7 and 8.

	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 measuring student growth on the assessments listed for this Task.

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.

For Grade 8 Science: Teachers, in collaboration with the building principal, will be establishing individual student growth targets using historical data. Based on the class-wide percentage of students who meet or exceed their individual targets, a corresponding 0-20 point HEDI score will be determined using the uploaded HEDI chart “Percent Growth – 20 Points”.

Amityville UFSD will be measuring growth using a school-wide measure for 7th grade science based on the building-wide state provided growth score for 7th and 8th grade ELA and Math. Their HEDI scores will be based on the State-provided growth measure for 7th and 8th grade students on the NY State Assessments in ELA and Math. Amityville UFSD will utilize the same HEDI expectations as the State-provided growth measures for the ELA and Math State assessments. Once value-added is in effect, Amityville UFSD will use a 25 to 20 point conversion chart included in Section 2.11. All targets will be approved by principals.

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

See uploaded HEDI chart “Percent Growth – 20 Points” and, once value added is in effect, HEDI chart “Conversion from 25 to 20 Points”.

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

See uploaded HEDI chart “Percent Growth – 20 Points” and, once value added is in effect, HEDI chart “Conversion from 25 to 20 Points”.

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

See uploaded HEDI chart “Percent Growth – 20 Points” and, once value added is in effect, HEDI chart “Conversion from 25 to 20 Points”.

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

See uploaded HEDI chart “Percent Growth – 20 Points” and, once value added is in effect, HEDI chart “Conversion from 25 to 20 Points”.

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	Common Branch Teachers
7	School- or BOCES-wide, group or team results based on State assessments	NYS Assessments in ELA and Math 7th and 8th Grade
8	School- or BOCES-wide, group or team results based on State assessments	NYS Assessments in ELA and Math 7th and 8th Grade

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 measuring student growth on the assessments listed for this Task.

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.	Amityville UFSD will be measuring growth using a school-wide measure for 7th and 8th grade Social Studies based on the building-wide state provided growth score for 7th and 8th grade ELA and Math. Their HEDI scores will be based on the State-provided growth measure for 7th and 8th grade students on the NY State Assessments in ELA and Math. Amityville UFSD will utilize the same HEDI expectations as the State-provided growth measures for the ELA and Math State assessments. Once value-added is in effect, Amityville UFSD will use a 25 to 20 point conversion chart included in Section 2.11. All targets will be approved by principals. All targets will be approved by principals.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI chart "Conversion from 25 to 20 Points".
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI chart "Conversion from 25 to 20 Points".
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI chart "Conversion from 25 to 20 Points".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI chart "Conversion from 25 to 20 Points".

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	School-/BOCES-wide group/team results based on State assessments	NYS Assessments in ELA and Math 7th and 8th Grade

Social Studies Regents Courses	Assessment
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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 measuring student growth on the assessments listed for this Task.

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.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets in the beginning of the school year using individual student's historical data as a baseline for Global 2 and American History. Based on the overall class-wide percentage of students who meet or exceed their individual targets on the corresponding Regents Exam, a corresponding 0-20 point HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 Points". The teachers of the Global 1 course will be measuring growth using a school-wide measure based on the building-wide state provided growth score for 7th and 8th grade ELA and Math. Their HEDI scores will be based on the State-provided growth measure for 7th and 8th grade students on the NY State Assessments in ELA and Math. Amityville UFSD will utilize the same HEDI expectations as the State-provided growth measures for the ELA and Math State assessments. Once value-added is in effect, Amityville UFSD will use a 25 to 20 point conversion chart included in Section 2.11. All targets will be approved by principals.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI chart "Percent Growth – 20 Points" and, once value added is in effect, HEDI chart "Conversion from 25 to 20 Points".
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI chart "Percent Growth – 20 Points" and, once value added is in effect, HEDI chart "Conversion from 25 to 20 Points".
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI chart "Percent Growth – 20 Points" and, once value added is in effect, HEDI chart "Conversion from 25 to 20 Points".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI chart "Percent Growth – 20 Points" and, once value added is in effect, HEDI chart "Conversion from 25 to 20 Points".

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 measuring student growth on the assessments listed for this Task.

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.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets in the beginning of the school year using individual student’s historical data as a baseline. Based on the overall class-wide percentage of students who meet or exceed their targets on the corresponding Regents Exam, a corresponding 0-20 point HEDI score will be determined using the uploaded HEDI chart “Percent Growth – 20 Points”. All targets will be approved by principals.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded “Percent Growth – 20 points HEDI Chart”.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded “Percent Growth – 20 points HEDI Chart”.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded “Percent Growth – 20 points HEDI Chart”.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded “Percent Growth – 20 points HEDI Chart”.

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

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.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets in the beginning of the school year using individual student’s historical data as a baseline. Students enrolled in Common Core Algebra will only be sitting for the Common Core Algebra Regents. The 2005 Learning Standards version and the Common Core version of the Geometry Regents exam will be given so long as allowed by SED; thereafter only the Common Core Geometry Regents will be given. The higher of the two scores from both regents exams will be used to determine whether students met their individual
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targets. Based on the overall class-wide percentage of students who meet or exceed their targets on the corresponding Regents Exam, a corresponding 0-20 point HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 Points". All targets will be approved by principals.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".

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	School-/BOCES-wide group/team results based on State assessments	NYS Assessments in ELA and Math 7th and 8th Grade
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Comprehensive English Regents exam
Grade 11 ELA	Regents assessment	Comprehensive English Regents exam

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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, how the HEDI process will be adjusted accordingly.

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 teachers of the English 9 course will be measuring growth using a school-wide measure based on the building-wide state provided growth score for 7th and 8th grade ELA and Math. Their HEDI scores will be based on the State-provided growth measure for 7th and 8th grade students on the NY State Assessments in ELA and Math. Amityville UFSD will utilize the same HEDI expectations as the State-provided growth measures for the ELA and Math State assessments. Once value-added is in effect, Amityville UFSD will use a 25 to 20 point conversion chart included in Section 2.11. The Grade 10 ELA teachers will have a growth score calculated using the school-wide percentage of students who meet or exceed their targets on the Comprehensive English Regents. Based on the overall school-wide percentage of students who meet or exceed their targets on the corresponding Regents Exam, a corresponding 0-20 point HEDI score will be determined using
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the uploaded HEDI chart “Percent Growth – 20 Points”. For the Comprehensive English Regents, teachers, in collaboration with the building principal, will be establishing individual student growth targets in the beginning of the school year using individual student’s historical data as the baseline. Based on the overall class-wide percentage of students who meet or exceed their targets on the corresponding Regents Exam, a corresponding 0-20 point HEDI score will be determined using the uploaded HEDI chart “Percent Growth – 20 Points”. Students in a Common Core English course will take only the Common Core ELA regents and students who may have been in an English course following NYS 2005 Standards will take only the Comprehensive ELA regents. Once the Comprehensive ELA Regents is no longer available only the Common Core ELA Regents will be administered. All targets will be approved by principals.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI chart “Percent Growth – 20 Points” and, once value added is in effect, HEDI chart “Conversion from 25 to 20 Points”.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI chart “Percent Growth – 20 Points” and, once value added is in effect, HEDI chart “Conversion from 25 to 20 Points”.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI chart “Percent Growth – 20 Points” and, once value added is in effect, HEDI chart “Conversion from 25 to 20 Points”.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI chart “Percent Growth – 20 Points” and, once value added is in effect, HEDI chart “Conversion from 25 to 20 Points”.

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All Other HS Social Studies Teachers	School/BOCES-wide/group/team results based on State	Global 2 and American History Regents
All Other HS Science Teachers	School/BOCES-wide/group/team results based on State	Earth Science, Chemistry, and Physics Regents
All Other HS ELA Teachers	School/BOCES-wide/group/team results based on State	Comprehensive English Regents
All Other HS Math Teachers	School/BOCES-wide/group/team results based on State	Geometry, Algebra 2 Regents

All Other HS Teachers	School/BOCES-wide/group/team results based on State	NYS Regents in Global Studies, US Government and History, Comprehensive English Language Arts, and Geometry
All Other 7-9 Teachers	School/BOCES-wide/group/team results based on State	NY State ELA/Math 7 and State ELA/Math 8
All Other 4-6 Teachers	School/BOCES-wide/group/team results based on State	NY State ELA/Math 4 through State ELA/Math 6
All Other 1-3 Teachers	School/BOCES-wide/group/team results based on State	NY State ELA/Math 3
all other K teachers	School/BOCES-wide/group/team results based on State	NYS Grade 3 ELA/Math
teachers of grade 4-8 ELA & Math who do not receive a state provided growth measure	State Assessment	NYS 4-8 ELA/Math Assessments

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 measuring student growth on the assessments listed for this Task.

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.

For K-3 teachers (and for 4-8 ELA/Math teachers, if needed), in collaboration with the principals, individual growth targets will be determined using baseline data. HEDI points will be awarded based on the class-wide percent of students who meet their targets. HEDI points will be based on school-wide percent of students for Grades K-3.

For all other Grade 4-6, and 7-9 teachers, HEDI points will be assigned based on the building-wide State-provided growth score. Any teacher who may not receive a state provided growth score would have an SLO based upon NYS ELA/Math Assessments. Once value-added is in effect, we will use a 25 to 20 point conversion chart included in Section 2.11.

For all other 10-12 HS teachers, the district will set a minimum rigor expectation for growth of a 65 or higher using baseline data. HEDI points will be awarded based on the school-wide percentage of students who meet or exceed their target on the regents exams listed above.

Students in a Common Core English course will take only the Common Core ELA regents and students who may have been in an English course following NYS 2005 Standards will take only the Comprehensive ELA regents. Once the Comprehensive ELA Regents is no longer available only the Common Core ELA Regents will be administered.

The 2005 Learning Standards version and the Common Core version of the Geometry Regents exam will be given so long as allowed by SED; thereafter only the Common Core Geometry Regents will be given. The higher of the two scores from both regents exams will be used to determine whether students met their individual targets.

All targets will be approved by principals.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart" or when value-added is in effect, see uploaded "25 to 20 point conversion chart".
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart" or when value-added is in effect, see uploaded "25 to 20 point conversion chart".
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart" or when value-added is in effect, see uploaded "25 to 20 point conversion chart". e uploaded "Percent Growth – 20 points HEDI Chart".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart" or when value-added is in effect, see uploaded "25 to 20 point conversion chart".

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)

(No response)

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/12186/1536710-TXEttx9bQW/Task 2 HEDI Charts.docx

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher’s score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(No response)

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	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
2.14) Assurances	Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances	Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 09/10/2014

Last updated: 04/13/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers.

Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Right Reason Student Assessment 4th Grade ELA
5	6(ii) School wide measure computed locally	Right Reason Student Assessment 5th Grade ELA
6	6(ii) School wide measure computed locally	Right Reason Student Assessment 6th Grade ELA
7	6(ii) School wide measure computed locally	Right Reason Student Assessment 7th Grade ELA
8	6(ii) School wide measure computed locally	Right Reason Student Assessment 8th Grade ELA

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: When completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

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 3.3, below.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The percent of students who meet or exceed their targets will be calculated grade-wide for one HEDI score for common branch teachers for ELA at that grade level. Based on the overall grade-wide percentage of students who meet or exceed their individual growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added). All targets will be approved by principals.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added).

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Right Reason Student Assessment 4th Grade Math
5	6(ii) School wide measure computed locally	Right Reason Student Assessment 5th Grade Math
6	6(ii) School wide measure computed locally	Right Reason Student Assessment 6th Grade Math
7	6(ii) School wide measure computed locally	Right Reason Student Assessment 7th Grade Math
8	6(ii) School wide measure computed locally	Right Reason Student Assessment 8th Grade Math

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

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 3.3, below.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The percent of students who meet their targets will be calculated grade-wide for one HEDI score for common branch teachers for Math at that grade level. Based on the overall grade-wide percentage of students who meet or exceed their individual growth targets, a corresponding 0-20 HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added). All targets will be approved by principals.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI chart "Percent Growth – 20 points" (or 15 Points for Value-Added).

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1573629-rhJdBgDruP/Task 3.3 HEDI Charts.docx>

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
1	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
3	6(ii) School-wide measure computed locally	Right Reason Student Assessment 3rd Grade ELA

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

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 3.13, below.	Teachers, in collaboration with the building principal, will be establishing class-wide achievement targets based on the pre-assessment baseline data. HEDI points will be awarded based on the class-wide percentage of students who meet or exceed their achievement target. For courses using a school-wide measure, a corresponding 0-20 HEDI score will be awarded based on the building-wide percentage of students meeting or exceeding their targets. All targets will be approved by principals.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Achievement".
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Achievement".
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Achievement".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Achievement".

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name

the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
1	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
3	6(ii) School-wide measure computed locally	Right Reason Student Assessment 3rd Grade Math

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

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 3.13, below.	Teachers, in collaboration with the building principal, will be establishing class-wide achievement targets based on the pre-assessment baseline data. HEDI points will be awarded based on the class-wide percentage of students class-wide who meet or exceed their achievement target. For courses using a school-wide measure, a corresponding 0-20 HEDI score will be awarded based on the building-wide percentage of students meeting or exceeding their targets. All targets will be approved by principals.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached 20 point HEDI Chart of “Percent Achievement”.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached 20 point HEDI Chart of “Percent Achievement”.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached 20 point HEDI Chart of “Percent Achievement”.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached 20 point HEDI Chart of “Percent Achievement”.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Right Reason Student Assessments in 6th Grade ELA and Math

7	6(ii) School wide measure computed locally	Right Reason Student Assessments in 7th & 8th Grade ELA and Math
8	6(ii) School wide measure computed locally	Right Reason Student Assessments in 7th & 8th Grade ELA and Math

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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 3.13, below.	Teachers, in collaboration with the building principal, will be establishing class-wide achievement targets based on the pre-assessment baseline data. HEDI points will be awarded based on the class-wide percentage of students who meet or exceed their achievement target. For courses using a school-wide measure, a corresponding 0-20 HEDI score will be awarded based on the building-wide percentage of students meeting or exceeding their targets. All targets will be approved by principals.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Growth".
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Growth".
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Growth".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Growth".

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Right Reason Student Assessments in 6th Grade ELA and Math
7	6(ii) School wide measure computed locally	Right Reason Student Assessments in 7th & 8th Grade ELA and Math
8	6(ii) School wide measure computed locally	Right Reason Student Assessments in 7th & 8th Grade ELA and Math

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

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 3.13, below.	Teachers, in collaboration with the building principal, will be establishing class-wide achievement targets based on the pre-assessment baseline data. HEDI points will be awarded based on the class-wide percentage of students who meet or exceed their achievement target. For courses using a school-wide measure, a corresponding 0-20 HEDI score will be awarded based on the building-wide percentage of students meeting or exceeding their targets. All targets will be approved by principals.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Growth".
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Growth".
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Growth".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Percent Growth".

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Right Reason Student Assessments in 7th & 8th Grade ELA and Math
Global 2	6(ii) School wide measure computed locally	Global 2 Regents Examination
American History	6(ii) School wide measure computed locally	American History Regents Examination

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

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 3.13, below.	For each high school course, which culminates in a regents examination, the average building-wide student score on the assessments listed above will be used to award from 0 to 20 HEDI points using the uploaded "0 to 100 Regents Average Score Conversion Chart - Student Achievement". For Global 1, teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. a corresponding 0-20 HEDI score will be awarded based on the building-wide percentage of students meeting or exceeding their targets on the assessments listed above using the uploaded HEDI chart "Percent Growth – 20 points". All targets will be approved by principals.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI Charts for "Student Achievement" or "Percent Growth – 20 points"

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI Charts for "Student Achievement" or "Percent Growth – 20 points"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI Charts for "Student Achievement" or "Percent Growth – 20 points"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI Charts for "Student Achievement" or "Percent Growth – 20 points"

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Living Environment Regents Examination
Earth Science	6(ii) School wide measure computed locally	Earth Science Regents Examination
Chemistry	6(ii) School wide measure computed locally	Chemistry Regents Examination
Physics	6(ii) School wide measure computed locally	Physics Regents Examination

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

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 3.13, below.	For each high school course, which culminates in a regents examination, the average building-wide student score on the assessments listed above will be used to award from 0-20 HEDI points using the attached 0-100 regents average score conversion chart, "Student Achievement". All targets will be approved by principals.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Student Achievement".
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Student Achievement".
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Student Achievement".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Student Achievement".

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
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Algebra 1	6(ii) School wide measure computed locally	Common Core Algebra Regents Examination
Geometry	6(ii) School wide measure computed locally	Geometry Regents Examination
Algebra 2	6(ii) School wide measure computed locally	Algebra 2 Regents Examination

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

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 3.13, below.	For each high school course which culminates in a regents examination, the average building-wide student score on the assessments listed above will be used to award from 0-20 HEDI points using the attached 0-100 regents average score conversion chart, "Student Achievement". The 2005 Learning Standards version and the Common Core version of the Geometry Regents exam will be given so long as allowed by SED; thereafter only the Common Core Geometry Regents will be given. The higher of the two scores from both regents exams will be used to determine whether students met their individual targets. All targets will be approved by principals.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Student Achievement".
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Student Achievement".
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Student Achievement".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart for "Student Achievement".

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Right Reason Student Assessments in 7th & 8th Grade ELA and Math
Grade 10 ELA	6(ii) School wide measure computed locally	Comprehensive English Language Arts Regents Examination
Grade 11 ELA	6(ii) School wide measure computed locally	Comprehensive English Language Arts Regents Examination

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

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 3.13, below.	For ELA 9, Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. A corresponding 0-20 HEDI score will be awarded based on the building-wide percentage of students meeting or exceeding their targets on the assessments listed above using the uploaded HEDI chart "Percent Growth – 20 points". For ELA 10 & 11 courses, the average building-wide student score on the assessments listed above will be used to award from 0-20 HEDI points using the attached 0-100 regents average score conversion chart, "Student Achievement". Students in a Common Core English course will take only the Common Core ELA regents and students who may have been in an English course following NYS 2005 Standards will take only the Comprehensive ELA regents. Once the Comprehensive ELA Regents is no longer available only the Common Core ELA Regents will be administered. All targets will be approved by principals.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI Charts for "Student Achievement" or "Percent Growth – 20 points".
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI Charts for "Student Achievement" or "Percent Growth – 20 points".
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI Charts for "Student Achievement" or "Percent Growth – 20 points".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded HEDI Charts for "Student Achievement" or "Percent Growth – 20 points".

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All Other HS Social Studies Courses	6(ii) School wide measure computed locally	Global 2 and American History regents examinations
	All Other HS Science Courses	6(ii) School wide measure computed locally	Earth Science, Chemistry, and Physics regents examinations
	All Other HS Math Courses	6(ii) School wide measure computed locally	Geometry, and Algebra 2 regents examinations
	All Other HS English Courses	6(ii) School wide measure computed locally	Comprehensive English Language Arts regents examination

	All Other Kindergarten Courses	6(ii) School wide measure computed locally	Aimsweb
	All Other Grades 1-3 Courses	6(ii) School wide measure computed locally	Aimsweb & RRT Grade 3 ELA and Math
	All Other Grades 4-6 Courses	6(ii) School wide measure computed locally	RRT Grades 4-6 ELA and Math
	All Other Grades 7-9 Courses	6(ii) School wide measure computed locally	RRT Grades 7 & 8 ELA and Math
	All Other HS Courses	6(ii) School wide measure computed locally	Global History, American History, Comprehensive English Language Arts, Geometry, Earth Science Regents Examinations

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<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 3.13, below.</p>	<p>For all other HS Social Studies courses, the locally computed 20 points will be determined using the averaged achievement on the Global 2 and American History regents examinations. Student results from both regents examinations will be averaged with the HEDI score being determined using the attached 0-100 regents average score conversion chart, "Student Achievement".</p> <p>For all other HS Science courses, the locally computed 20 points will be determined using the averaged achievement on the regents examinations: Earth Science, Chemistry, and Physics. Student results from the listed regents examinations will be averaged with the HEDI score being determined using the attached 0-100 regents average score conversion chart, "Student Achievement".</p> <p>For all other HS Math courses, the locally computed 20 points will be determined using the averaged achievement on the regents examinations Geometry and Algebra 2. Student results from both regents examinations will be averaged with the HEDI score being determined using the attached 0-100 regents average score conversion chart, "Student Achievement". The 2005 Learning Standards version and the Common Core version of the Geometry Regents exam will be given so long as allowed by SED; thereafter only the Common Core Geometry Regents will be given. The higher of the two scores from both regents exams will be used to determine whether students met their individual targets.</p> <p>For all other HS English courses, the locally computed 20 points will be determined using the averaged achievement on the Comprehensive English Language Arts regents examination. Student results from this regents examination will be averaged; with the HEDI score being determined using the attached 0-100 regents average score conversion chart, "Student Achievement". Students in a Common Core English course will take only the Common Core ELA regents and students who may have been in an English course following NYS 2005 Standards will take only the Comprehensive ELA regents. Once the Comprehensive ELA Regents is no longer available only the Common Core ELA Regents will be administered.</p> <p>For all other High School courses, the locally computed 20 points will be determined using the averaged student achievement on the following five Regents examinations: Global History regents, American History regents, English 11 regents, Earth Science regents, and Geometry regents with the HEDI score being determined using the attached 0-100 conversion chart, "Student Achievement".</p> <p>For all other Kindergarten courses, the average grade-wide percentage of kindergarten students reaching targeted achievement in the building will be used to determine the local HEDI points using the "Percent Achievement HEDI Chart".</p> <p>For all other Grades 1-3, 4-6 and 7-9 courses, the percentage of students school-wide reaching targeted achievement in the respective building will be used to determine the local HEDI points using the "Percent Achievement HEDI Chart". Teachers, in collaboration with the principal, will be establishing class-wide achievement targets based on the pre-assessment baseline data. HEDI will be awarded based on the school-wide percentage of students who meet or exceed their achievement target. This applies to all K-3, 4-6, 7-9 target setting. All targets will be approved by principals.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>See specific attached HEDI Chart referenced in the general process above.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See specific attached HEDI Chart referenced in the general process above.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See specific attached HEDI Chart referenced in the general process above.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See specific attached HEDI Chart referenced in the general process above.</p>

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. [Click here for a downloadable copy of Form 3.12. \(MS Word\)](#)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1573629-y92vNseFa4/Task 3.13 HEDI Charts.docx>

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

Common branch teachers with multiple measures: the grade-wide ELA HEDI score will be averaged with the grade-wide HEDI score determined for Math described above. All other teachers with multiple measures will have the HEDI points for each measure equally averaged. Standard rounding rules will apply when determining a teacher's final HEDI score.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked

<p>If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.</p>	<p>Checked</p>
<p>Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.</p>	<p>Checked</p>
<p>Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.</p>	<p>Checked</p>
<p>Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.</p>	<p>Checked</p>

4. Other Measures of Effectiveness (Teachers)

Created: 09/09/2014

Last updated: 04/15/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

Rubric	Danielson's Framework for Teaching
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)
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If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 4.2. \(MS Word\)](#)

(No response)

4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

The AUFSD and the bargaining unit, ATA, have agreed to use the Danielson 2007 rubric and will weigh the four domains as shown in Attachment 4.5. For each domain, evidence will be collected based on the components of that domain. Multiple scores for the same component will be averaged together. Within each domain, scores from the components will be summed for a domain score. Domain

scores will be summed for the teacher's overall 0-60 HEDI score. We understand the composite score will be reported in whole numbers. Normal rounding rules will apply, if needed. Rounding will not result in a teacher moving between HEDI rating categories. Evaluations will be based on multiple observations, one of which will be unannounced, as well as conferences with the teacher for both input and feedback.

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/1568933-eka9yMJ855/Danielson Rubric 60 Point ChartVer2.docx>

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher will predominately exemplify those characteristics as delineated in the elements in the Danielson rubric as Highly Effective. The teacher is a master teacher and contributes to the field, both in and outside of school. The points available in the HEDI category for Highly Effective are 58, 59, and 60. The points will be assigned according to the rubric in Section 4.5.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher will predominately exemplify those characteristics as delineated in the elements in the Danielson rubric as Effective. The teacher clearly understands the concepts of the Danielson Framework and implements them well. Learning is clearly taking place. The points available in the HEDI category for Effective are 48 - 57. The points will be assigned according to the rubric in Section 4.5.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher will predominately exemplify those characteristics as delineated in the elements in the Danielson rubric as Developing. The points available in the HEDI category for Developing are 32-47. The points will be assigned according to the rubric in Section 4.5.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher will predominately exemplify those characteristics as delineated in the elements in the Danielson rubric as Ineffective. The points available in the HEDI category for Ineffective are 0-31. The points will be assigned according to the rubric in Section 4.5.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	48-57
Developing	32-47
Ineffective	0-31

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

In Person

Will informal/short observations of probationary teachers be done in person, by video, or both?

In Person

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

In Person

Will informal/short observations of tenured teachers be done in person, by video, or both?

5. Composite Scoring (Teachers)

Created: 09/09/2014

Last updated: 04/15/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results exceed NYS Teaching Standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results meet NYS Teaching Standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet NYS Teaching Standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	58-60
Effective	48-57
Developing	32-47
Ineffective	0-31

5.2) The scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	Ranges determined locally--see above	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

6. Additional Requirements - Teachers

Created Tuesday, September 09, 2014

Updated Tuesday, January 27, 2015

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/1568967-Df0w3Xx5v6/THE TEACHER IMPROVEMENT PLAN_1.docx

6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

APPEALS PROCESS - TEACHERS

The parties have collectively negotiated this full and complete APPR plan in accordance with Article 14 of Civil Service Law as promulgated by New York State Education Law 3012-c for teachers covered by such law as set forth in section 80-1.1 of the Regulations of the Commissioner of Education.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews are limited to those that rate a teacher as Ineffective or Developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher formally receives and signs for his or her annual professional performance review. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review and any additional documents

or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT RESPONSE

Within 15 calendar days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

DECISION-MAKER ON APPEAL

A panel composed of four individuals shall hear the initial appeal. Two panel members will represent the teachers and two members will represent the district. Such panel will be convened at no cost to the district and shall render their decision within the timeframe stipulated above, that is, 15 days. If the panel's decision is not unanimous, the case will go to the Superintendent. In such case, the parties will agree to extend the timeframe by fifteen (15) calendar days to allow the Superintendent sufficient time to render a decision based on the merits of the case. The superintendent of schools or the superintendent's designee shall render such decision except that the same individual who was responsible for making the final rating decision may not decide an appeal. In such case, the board of education shall appoint another person to decide the appeal.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. If a new evaluation is ordered, such evaluation shall be conducted in an expeditious and timely manner in accordance with the law. A copy of the decision shall be provided to the teacher and the evaluator.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

"The §3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's performance review. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to an Annual Professional Performance Review except as otherwise authorized by law. The results of the appeal process are final and are not subject to the grievance procedure of the collective bargaining agreement, except to enforce violations of the procedural aspects of the APPR process as set forth herein.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The District will ensure that lead evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and received updated training on any changes in the law, regulations or applicable collective bargaining agreements. All training will be conducted by the BOCES Network Team, New York State Council of School Superintendents (LEAF) or another entity that has expertise on the State's APPR law and regulation. The training will be on a schedule, as recommended by the same. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. There will also be annual calibration sessions for all evaluators. The duration of any and all trainings will be ongoing and will satisfy the requirements for the Network Teams trained by the State Education Department. All lead evaluators will be re-certified yearly for at least one full day, in which the training will address all nine elements as addressed in Regents Rules Section 30-2.9B, and all new lead evaluators will receive the full training as required by law, also on all nine elements.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers | Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for Checked

which the classroom teacher's performance is being measured.	
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created Wednesday, September 10, 2014

Updated Wednesday, February 18, 2015

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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.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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):

Grades 4-6
Grades 7-8
Grades 9-12

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(s) 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	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Kindergarten	Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Aimsweb
Grades 1-3	State assessment	Grade 3 ELA and Math State Assessments
Grades 4-6	State assessment	NYS ELA/Math 4-6
Grades 7-8	State assessment	NYS ELA/Math 7-8
Grades 9-12	State assessment	Common Core Algebra & Comprehensive English Regents Exams

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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.

For Grades K-3, individual student growth targets are set by the principals using pre-assessment data and approved by the principals' supervisor. In the case of the Northwest School (Grades 1-3), the principal's SLO growth goals will be based on the 3rd grade state assessments in ELA and math and approved by his or her supervisor. Grade 3 students make up more than 30% of that school's population so the principal's SLOs must be based on the state assessments. The percentage of all students who meet or exceed their combined targeted growth goals will be converted to a scale score of 0 to 20. The percentage of students who meet or exceed their individual growth targets would be converted to a HEDI scale from 0-20 points using HEDI scale (7.3).

If the State provides growth scores for the grades 4-6, 7-8, and 9-12 principals, and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided growth scores will then be weighted proportionately with the SLO results for the final HEDI score for the principals. Principals in collaboration with their supervisors will set individual growth targets using historical data. HEDI points will be awarded based on the percentage of students meeting or exceeding their targets.

Students in a Common Core English course will take only the Common Core ELA regents and students who may have been in an English course following NYS 2005 Standards will take only the Comprehensive ELA regents. Once the Comprehensive ELA Regents is no longer available only the Common Core ELA Regents will be administered.

All targets will be approved by the supervisor of the principals.

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

See Attached HEDI chart.

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

See Attached HEDI Chart.

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

See Attached HEDI chart.

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

See Attached HEDI chart.

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/12156/1571779-lha0DogRNw/Task 7.3 HEDI Chart.docx](#)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(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://www.engageny.org/resource/student-learning-objectives-guidance-document .	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
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 09/10/2014

Last updated: 04/13/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list:

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school

- whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	Grades 4-6	(d) measures used by district for teacher evaluation	Right Reason Student Assessment ELA
	Grades 7-8	(d) measures used by district for teacher evaluation	Right Reason Student Assessment ELA
	Grades 9-12	(d) measures used by district for teacher evaluation	Comprehensive English Regents Examination

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	FOR SPECIFICS REGARDING POINT DISTRIBUTION, SEE 8.1 ATTACHED. Principals, in collaboration with the principals' supervisor, will set individual student targets using historical data as the baseline. The HEDI score will be determined by the percent of students meeting or exceeding the student's achievement targets on the summative assessment for the grade levels in the building for ELA. For the principal of grades 9-12, the Comprehensive ELA Regents will be used. The Comprehensive ELA Regents will be administered for as long as permitted by the State Education Department and the Common Core Version will be administered thereafter. It is possible for principals to earn every point between 0 and 20 (or 15 when value-added is implemented). All targets will be approved by the supervisor of the principals.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI Chart.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. [Click here for a downloadable copy of Form 8.1. \(MS Word \)](#)

(No response)

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/1571937-qBFVOWF7fC/Task 8.1 HEDI Charts.docx>

8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

The options in the drop-down menus below are abbreviated from the following list:

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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.

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	Kindergarten	(d) measures used by district for teacher evaluation	Aimsweb
	Grades 1-3	(d) measures used by district for teacher evaluation	Grades 1 & 2 Aimsweb & Right Reason Grade 3 ELA/Math Assessments

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	FOR SPECIFICS REGARDING POINT DISTRIBUTION, SEE 8.2 ATTACHED. Principals, in collaboration with the principals' supervisor, will set individual student targets using historical data as the baseline. The HEDI score will be determined by the percent of students meeting or exceeding the student's achievement targets on the summative assessment for the grade levels in the building for ELA and Math. All targets will be approved by the supervisor of the principals.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI sheet.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI sheet.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI sheet.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI sheet.

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. [Click here for a downloadable copy of Form 8.2. \(MS Word\)](#)

(No response)

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.

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

Principals with more than one measure will use an equally weighted average of the two measures to determine a single HEDI score. Standard rounding rules will apply and rounding will not cause movement to a higher rating category.

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check

Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, September 10, 2014

Updated Wednesday, February 18, 2015

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a](#)

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

Amityville UFSD has agreed with its principals to use the Multidimensional Principal Performance Rubric (MPPR). The six domains will be weighted as shown in the attached document “MPPR Rubric HEDI Points”. For each domain, evidence will be collected based on the components of that domain and each component will be scored. Multiple scores for the same component from multiple observations will be averaged. Within each domain, scores from the components will be averaged together to get a domain score. Domain scores will be added together to get a principal’s 0-60 HEDI score. We understand the composite score will be reported in whole numbers. Normal rounding of decimals, should they occur, will be used and rounding will not cause movement to a higher rating category. A principal’s overall performance can be rated at any score point from 0 to 60.

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

assets/survey-uploads/12205/1572290-pMADJ4gk6R/MPPR Rubric HEDI Points_1.docx

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	See attached HEDI Chart.
Effective: Overall performance and results meet standards.	See attached HEDI Chart.
Developing: Overall performance and results need improvement in order to meet standards.	See attached HEDI Chart.
Ineffective: Overall performance and results do not meet standards.	See attached HEDI Chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	20-53

Developing	6-19
Ineffective	0-5

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Wednesday, September 10, 2014

Updated Thursday, December 04, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	54-60
Effective	20-53
Developing	6-19
Ineffective	0-5

10.2) The scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created: 09/10/2014

Last updated: 04/13/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/1572409-Df0w3Xx5v6/Principal Improvement Plan \(PIP\).docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/1572409-Df0w3Xx5v6/Principal%20Improvement%20Plan%20(PIP).docx)

11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

APPEALS PROCESS - PRINCIPALS

The parties have collectively negotiated this full and complete APPR plan in accordance with Article 14 of Civil Service Law as promulgated by New York State Education Law 3012-c for principals covered by such law as set forth in section 80-1.1 of the Regulations of the Commissioner of Education.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews are limited to those that rate a principal as Ineffective or Developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the principal formally receives and signs for his or her annual professional performance review. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review and any additional documents

or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT RESPONSE

The school district must submit a detailed written response to the appeal according to the timelines below. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

DECISION-MAKER ON APPEAL

For the appealable annual rating and/or improvement plan, the decision shall be rendered by the Superintendent of Schools. In the event that a principal receives an "ineffective" or "developing" rating in two consecutive school years and elects to appeal that rating, a panel of three members shall be convened to consider that appeal within fifteen (15) calendar days from the submission of that appeal. One member shall be chosen by the AAA, one member shall be chosen by the District, and the third shall be a mutually agreed upon party.

Should there be any cost associated with the third panel member's participation in the appeal, the AAA and District shall share such costs equally.

DECISION

A written decision on the merits of the appeal shall be rendered by the Superintendent of Schools no later than 10 school days from the date upon which the principal filed his or her appeal. In the event the decision maker will be the panel, the decision shall be rendered within ten (10) school days of convening. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if

procedures have been violated. If a new evaluation is ordered, such evaluation shall be conducted in an expeditious and timely manner in accordance with the law. A copy of the decision shall be provided to the principal and the evaluator.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

"The §3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to an Annual Professional Performance Review except as otherwise authorized by law. The results of the appeal process are final and are not subject to the grievance procedure of the collective bargaining agreement, except to enforce violations of the procedural aspects of the APPR process as set forth herein.

SEVERABILITY

In the event any provision of this agreement is deemed to be in violation of law or regulation having the force and effect of law, such provision shall be suspended and the parties shall immediately negotiate a modification of the provision in alignment with the direction of the court or agency. The remainder of the agreement shall continue in full force and effect.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The District will ensure that lead evaluators and evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified annually and have received updated training on any changes in the law, regulations or applicable collective bargaining agreements. All training will be conducted by the BOCES Network Team, New York State Council of School Superintendents (LEAF) or another entity that has expertise on the State's APPR law and regulation. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. There will also be annual calibration sessions for all evaluators. All lead evaluators and evaluators will be re-certified yearly for at least one full day, in which the training will address all nine elements as addressed in Regents Rules Section 30-2.9B, and all new lead evaluators and evaluators will receive the full training as required by law, also on all nine elements for at least one full day. District lead evaluators will be certified by the Superintendent and the Board of Education as lead evaluators and evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
---	---------

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in

evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

11.6) Assurances -- Principals

Please check all of the boxes below:

Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created: 09/11/2014

Last updated: 04/20/2015

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12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: [APPR District Certification Form](#). Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1573901-3Uqgn5g9lu/Three_page_signature_4.15.15.pdf

File types supported for uploads

- PDF (preferred)
- Microsoft Office (.doc, .ppt, .xls)
- Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)
- Open Office (.odt, .ott)
- Images (.jpg, .gif)
- Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI for “Percent Growth” (20 points)

Highly Effective: These results show above target performance, since 66-100% of students, in comparable classes and grades, demonstrated targeted growth.

Effective: These results show target performance, since 40-65% of students, in comparable classes and grades, demonstrated targeted growth.

Developing: These results show below target performance, since 21-39% of students, in comparable classes and grades, demonstrated targeted growth.

Ineffective: These results did not meet target performance, since 0-20% of students, in comparable classes and grades, demonstrated targeted growth.

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
100-91	90-81	80-66	65-60	59-58	57-55	54-52	51-49	48-47	46-45	44-43	42-40	39-36	35-34	33-32	31-29	28-25	24-21	20-11	10-1	0

HEDI Chart to Convert 25 Points to 20 Points

NOTE: See descriptions for Highly Effective, Effective, Developing and Ineffective on previous page.

	25 Point Conversion	20 pt. conversion
Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
Developing	11	10
	10	9
	9	8
	8	8
	7	7
	6	6
	5	5
Ineffective	4	4
	3	3
	2	2
	1	1
	0	0

HEDI for “Percent Growth” (20 points)

Highly Effective: These results show above target performance, since 66-100% of students, in comparable classes and grades, demonstrated targeted growth on the spring summative assessment compared to the baseline fall assessment.

Effective: These results show target performance, since 40-65% of students, in comparable classes and grades, demonstrated targeted growth on the spring summative assessment compared to the baseline fall assessment.

Developing: These results show below target performance, since 21-39% of students, in comparable classes and grades, demonstrated targeted growth on the spring summative assessment compared to the baseline fall assessment.

Ineffective: These results did not meet target performance, since 0-20% of students, in comparable classes and grades, demonstrated targeted growth on the spring summative assessment compared to the baseline fall assessment.

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
100-91	90-81	80-66	65-60	59-58	57-55	54-52	51-49	48-47	46-45	44-43	42-40	39-36	35-34	33-32	31-29	28-25	24-21	20-11	10-1	0

HEDI for “Percent Growth” (15 points)

Highly Effective: These results show above target performance, since 66-100% of students, in comparable classes and grades, demonstrated targeted growth on the spring summative assessment compared to the baseline fall assessment.

Effective: These results show target performance, since 40-65% of students, in comparable classes and grades, demonstrated targeted growth on the spring summative assessment compared to the baseline fall assessment.

Developing: These results show below target performance, since 21-39% of students, in comparable classes and grades, demonstrated targeted growth on the spring summative assessment compared to the baseline fall assessment.

Ineffective: These results did not meet target performance, since 0-20% of students, in comparable classes and grades, demonstrated targeted growth on the spring summative assessment compared to the baseline fall assessment.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-85	84-66	65-60	59-56	55-52	51-48	47-44	43-40	39-35	34-32	31-29	28-25	24-21	20-11	10-1	0

HEDI for “Percent Growth” (20 points)

Highly Effective: These results show above target performance, since 66-100% of students, in comparable classes and grades, demonstrated targeted growth.

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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
100-91	90-81	80-66	65-60	59-58	57-55	54-52	51-49	48-47	46-45	44-43	42-40	39-36	35-34	33-32	31-29	28-25	24-21	20-11	10-1	0

HEDI for “Percent Achievement” (20 points)

Highly Effective: These results show above average performance, since 66-100% of students, in comparable classes and grades, demonstrated a level of achievement on the spring summative assessment.

Effective: These results show target performance, since 40-65% of students, in comparable classes and grades, demonstrated a level of achievement on the spring summative assessment.

Developing: These results show below target performance, since 21-39% of students, in comparable classes and grades, demonstrated a level of achievement on the spring summative assessment.

Ineffective: These results did not meet target performance, since 0-20% of students, in comparable classes and grades, demonstrated a level of achievement the spring summative assessment.

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
100-91	90-81	80-66	65-60	59-58	57-55	54-52	51-49	48-47	46-45	44-43	42-40	39-36	35-34	33-32	31-29	28-25	24-21	20-11	10-1	0

HEDI for “Student Achievement” (20 points)

Highly Effective: For grades 9-12, an average for student achievement of 70-100 is considered highly effective.

Effective: For grades 9-12, an average for student achievement of 55-69 is considered effective.

Developing: For grades 9-12, an average for student achievement of 31-54.9 is considered developing.

Ineffective: For grades 9-12, an average for student achievement of 0-30 is considered ineffective.

Local 20 Point Conversion Chart for Regents Averages

Please note: The regents average score is the minimum value necessary to achieve the corresponding HEDI score.

Regents Average Score	Equivalent Local 20 Points
Ineffective	
0	0
1-10	1
11-30	2
Developing	
31-38.9	3
39-43.9	4
44-46.9	5
47-48.9	6
49-51.9	7
52-54.9	8
Effective	
55-56.4	9
56.5-58.4	10
58.5-59.9	11
60-61.9	12
62-63.9	13
64-65.9	14
66-67.4	15
67.5-68.9	16
69	17
Highly Effective	
70-79	18
80-89	19
90-100	20

		Points	Highly Effective	Effective	Developing	Ineffective
Domain-1	Planning & Preparation (12-Points)					
1a	Demonstrating Knowledge of Content & Pedagogy	2	2	1.75	1	0
1b	Demonstrating Knowledge of Students	2	2	1.75	1	0
1c	Setting Instructional Objectives	2	2	1.75	1	0
1d	Demonstrating Knowledge of Resources	2	2	1.75	1	0
1e	Designing Coherent Instruction	2	2	1.75	1	0
1f	Designing Student Assessments	2	2	1.75	1	0
Domain-2	The Classroom Environment (10-Points)					
2a	Creating an Environment of Respect & Rapport	2	2	1.75	1	0
2b	Establishing a Culture for Learning	2	2	1.75	1	0
2c	Management Classroom Procedures	2	2	1.75	1	0
2d	Managing Student Behavior	2	2	1.75	1	0
2e	Organizing Physical Space	2	2	1.75	1	0
Domain-3	Instruction (14-Points)					
3a	Communicating with Students	3	3	2.75	2.5	0
3b	Using Questioning & Discussion Techniques	3	3	2.75	2.5	0
3c	Engaging Students in Learning	3	3	2.75	2.5	0
3d	Using Assessment in Instruction	3	3	2.75	2.5	0
3e	Demonstrating Flexibility & Responsiveness	2	2	1.75	1	0
Domain-4	Professional Responsibilities (24-Points)					
4a	Reflecting on Teaching	5	5	3	2	0
4b	Maintaining Accurate Records	2	2	1.5	1	0
4c	Communicating with Families	2	2	1.5	1	0
4d	Participating in a Professional Community	2	2	1.5	1	0
4e	Growing & Developing Professionally	11	11	7	4	0
4f	Showing Professionalism	2	2	1.5	1	0
	TOTAL POINTS	60	60	48	32	0

Rating	Point Range
Highly Effective	58-60
Effective	48-57
Developing	32-47
Ineffective	0-31

THE TEACHER IMPROVEMENT PLAN (TIP)

Section 3012-c of the Education Law establishes a comprehensive annual Evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers

whose performance is assessed as either Developing or Ineffective.

The Teacher Improvement Plan (TIP) is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a TIP is to assist teachers to work to their **fullest potential**. The TIP provides assistance, feedback, **and specific recommendations** to the teacher and establishes a timeline for assessing its overall effectiveness.

A **TIP** must be initiated whenever a teacher receives a rating of **developing or ineffective** in a year-end evaluation.

THE EVALUATION CONFERENCE: The teacher, the administrator, and the ATA President, or his/her designee, meet for an evaluation conference when a TIP is initiated.

THE DESIGN CONFERENCE(S): A TIP is designed by the building principal, or his/her designees, in collaboration with the teacher and the president of the ATA or his/her designee.

THE INITIAL CONFERENCE: An initial conference is held where the TIP is discussed, signed and dated at the beginning of its implementation.

THE INITIAL IMPLEMENTATION OF THE TIP: The TIP that is initiated because of a developing or ineffective year-end evaluation must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year.

THE MENTOR: The teacher must be offered the opportunity for a peer mentor from the District's mentor program or outside agencies. The teacher will select the mentor, with the approval of the superintendent and the ATA President. If the teacher cannot decide on a mentor, the Superintendent and the ATA president, or his/her designee, will select a mentor. All dealings between the mentor and the teacher will be confidential. The mentor and the teacher will collaborate during the first quarter.

COMPONENTS OF THE AMITYVILLE UFSD TIP:

- 1. The area(s) of Concern**
- 2. The evidence and date of concern**
- 3. The meeting date to design the TIP**
- 4. An explanation of the role and expectation of the teacher assigned to the TIP**
- 5. The action steps needed for teacher improvement**
- 6. A timeline for completion**
- 7. The manner in which the improvement will be assessed**
- 8. The professional learning activities that the educator must complete**
- 9. The artifacts that the teacher must produce that can serve as benchmarks of improvement and evidence for the final stage of the improvement plan**
- 10. Schedule of meetings to discuss progress of TIP**
- 11. Recommended resources**
- 12. Teacher and Administrator Comments**
- 13. Signatures of meeting attendees**

AMITYVILLE UNION FREE SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN

(To be completed by the teacher and the administrator(s))

Teacher: _____ Building: _____

TIP Meeting Date: _____

EXPLANATION OF THE NEED FOR A TIP:

Area(s) of Concern Evidence and Date of Concern

Areas of Concern

(As indicated on the Teacher's APPR document)

Action(s)

to be

Taken

Supervisor/Mentor

Responsibilities

Teacher

Responsibilities

Timeline

For

Completion

Success

Indicators

(Use

tangible or

visible

indicators

to

determine

success for

a chosen

area of

concern)

Date and

Evidence of

Improvement

Made

Recommended

Resources

Names, titles, and signatures of all present and creating this TIP:

Name Title Signature

TIMELINE: Schedule of Meetings to determine the progress of the TIP:

Meeting Date Meeting Time Indicate by check if meeting occurred

Indicate by "X" if meeting did not occur

Indicate by "R" if meeting was rescheduled

(indicate the rescheduled date)

Teacher Comments:

Administrator Comments:

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MPPR Rubric HEDI Points

Amityville UFSD has agreed with its principals to use the Multidimensional Principal Performance Rubric (MPPR). The six domains will be weighted as shown in the attached document "MPPR Rubric HEDI Points". For each domain, evidence will be collected based on the components of that domain and each component will be scored. Multiple scores for the same component from multiple observations will be averaged. Within each domain, scores from the components will be averaged together to get a domain score. Domain scores will be added together to get a principal's 0-60 HEDI score. We understand the composite score will be reported in whole numbers. Normal rounding of decimals, should they occur, will be used. A principal's overall performance can be rated at any score point from 0 to 60.

HIGHLY EFFECTIVE: A HIGHLY EFFECTIVE rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of Highly Effective will range from 54 to 60 points.

EFFECTIVE: An EFFECTIVE rating is achieved by demonstrating strong performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of Effective will range from 20 to 53 points.

DEVELOPING: A rating of DEVELOPING is achieved by demonstrating a need for improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of Developing will range from 6 to 19 points.

INEFFECTIVE: An INEFFECTIVE rating is achieved by poor performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of Ineffective will range from 0-5.

The final rating for each domain will be totaled to determine the final rubric score, which will be the principal's score for Other Measures of Effectiveness.

Domain	Possible Points	Highly Effective	Effective	Developing	Ineffective
1. Shared Vision of Learning	8	7-8	3-6	1-2	Less than 1 to 0
2. School Culture and Instructional	16	15-16	5-14	1-4	Less than 1 to 0

Program					
3. Safe, Efficient, Effective Learning Environment	15	14-15	4-13	1-3	Less than 1 to 0
4. Community	9	8-9	3-7	1-2	Less than 1 to 0
5. Integrity, Fairness, Ethics	7	6-7	3-5	1-2	Less than 1 to 0
6. Political, Social, Economic, Legal, and Cultural Context	5	4-5	2-3	1	Less than 1 to 0

**Amityville Administrators Association (AAA)
Principal Improvement Plan Process (PIP)
Amityville Union Free School District**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Amityville Administrators' Association Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

_____ Deficiency that promulgated the "ineffective" or "developing" performance rating: Improvement Goal/Outcome: Action Steps/Activities:

Timeline for completion: Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December: March: Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

!

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR Plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR Plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal

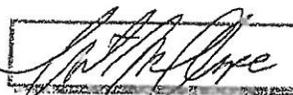
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

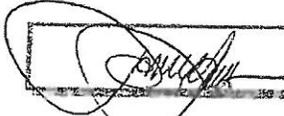
Superintendent Signature: Date: 4-15-2015



Teachers Union President Signature: Date: 4/15/15



Administrative Union President Signature: Date: 4/15/2015



Board of Education President Signature: Date: 4-15-15



For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date: 4-15-2015

Mary T. Kelly