



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 18, 2012

Richard Rozakis, Superintendent
Babylon UFSD
50 Railroad Avenue
Babylon, NY 11702

Dear Superintendent Rozakis:

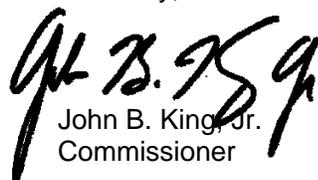
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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,


John B. King, Jr.
Commissioner

c: Tom Rogers

NOTE: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 22, 2012

Updated Wednesday, September 05, 2012

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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 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 :

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

580101030000

1.2) School District Name:

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

Babylon Union Free School District

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) 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
1.5) 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
1.5) 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

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

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

Created Tuesday, May 08, 2012

Updated Wednesday, September 05, 2012

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 in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Star Early Literacy Enterprise
1	State-approved 3rd party assessment	Star Early Literacy Enterprise
2	State-approved 3rd party assessment	Star Early Literacy Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Growth goals and target percentages will be based on pres-assessments.
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 16 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)</p> <p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as a percentage of students assessed for each assessment as compared to total number of students assessed or; a pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	<p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as a percentage of students assessed for each assessment as compared to total number of students assessed or; a pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p>
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	<p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as a percentage of students assessed for each assessment as compared to total number of students assessed or; a pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Star Math Enterprise

1	State-approved 3rd party assessment	Star Math Enterprise
2	State-approved 3rd party assessment	Star Math Enterprise
	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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.	Growth goals and target percentages will be based on pres-assessments. The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 16 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target

Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.

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	District, regional or BOCES-developed assessment	Grade 6 science departmental assessment
7	District, regional or BOCES-developed assessment	Grade 7 science departmental assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth goals and target percentages will be based on pres-assessments. The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 16 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)
	Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.

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	District, regional or BOCES-developed assessment	Grade 6 Social Studies Departmental Assessment
7	District, regional or BOCES-developed assessment	Grade 7 Social Studies Departmental Assessment
8	District, regional or BOCES-developed assessment	Grade 8 Social Studies Departmental Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth goals and target percentages will be based on pres-assessments. The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 16 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)

Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.
 In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.

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

Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.
 In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.

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

Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.
 In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
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 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Global 1 Social Studies Assessment

Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Growth goals and target percentages will be based on pres-assessments. The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 16 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)</p> <p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p>

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Growth goals and target percentages will be based on pres-assessments.</p> <p>The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee:</p> <p>HEDI bands are defined by a score of 16 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)
Effective (9 - 17 points) Results meet District goals for similar students.	<p>Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)</p> <p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as</p> <p>A percentage of students assessed for each assessment as compared to total number of students assessed or;</p> <p>A pre-determined percentage set by the Assessment Committee</p> <p>The weighted scores will be totaled for one HEDI score.</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as</p> <p>A percentage of students assessed for each assessment as compared to total number of students assessed or;</p> <p>A pre-determined percentage set by the Assessment Committee</p> <p>The weighted scores will be totaled for one HEDI score.</p>
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.

In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth goals and target percentages will be based on pres-assessments. The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 16 in the "Effective" band established as the SLO "Target." The scores are broken into increments of .25.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the "Effective" and "Highly Effective" bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the "Effective" and "Highly Effective" bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%) Each HEDI point in the "Ineffective", "Developing", and "Effective" bands below a score of 16 represents 1/64 of the difference between the "Target" score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee

The weighted scores will be totaled for one HEDI score.

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

Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.

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

Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Grade 9 ELA Departmental Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Grade 10 ELA Departmental Assessment
Grade 11 ELA	Regents assessment	ELA Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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.

Growth goals and target percentages will be based on pres-assessments.
The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee:
HEDI bands are defined by a score of 16 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.

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

Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)

Effective (9 - 17 points) Results meet District goals for similar students.	<p>Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)</p> <p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as</p> <p>A percentage of students assessed for each assessment as compared to total number of students assessed or;</p> <p>A pre-determined percentage set by the Assessment Committee</p> <p>The weighted scores will be totaled for one HEDI score.</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as</p> <p>A percentage of students assessed for each assessment as compared to total number of students assessed or;</p> <p>A pre-determined percentage set by the Assessment Committee</p> <p>The weighted scores will be totaled for one HEDI score.</p>
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as</p> <p>A percentage of students assessed for each assessment as compared to total number of students assessed or;</p> <p>A pre-determined percentage set by the Assessment Committee</p> <p>The weighted scores will be totaled for one HEDI score.</p>

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All Other Non-Regents Math Courses	District, Regional or BOCES-developed	Math Departmental Assessments
All Other Non-Regents ELA Courses	District, Regional or BOCES-developed	ELA Departmental Assessments
All Other Non-Regents Social Studies Courses	District, Regional or BOCES-developed	Social Studies Departmental Assessments
All Other Non-Regents Science Courses	District, Regional or BOCES-developed	Science Departmental Assessments
World Languages	District, Regional or BOCES-developed	World Languages Departmental Assessments

Art	District, Regional or BOCES-developed	Fine Arts Departmental Assessments
Music	District, Regional or BOCES-developed	Fine Arts Departmental Assessments
Theatre	District, Regional or BOCES-developed	Fine Arts Departmental Assessments
Business	District, Regional or BOCES-developed	Practical Arts Departmental Assessment
Family and Consumer Sciences	District, Regional or BOCES-developed	Practical Arts Departmental Assessment
Technology	District, Regional or BOCES-developed	Practical Arts Departmental Assessment
Physical Education	District, Regional or BOCES-developed	Physical Education Departmental Assessments
Life Skills	District, Regional or BOCES-developed	Special Education Departmental Assessments
ESL	State Assessment	Grade Level ELA State Assessment
Library K - 2	State-approved 3rd party assessment	Star Early Literacy Enterprise
Library 3 - 6	State-approved 3rd party assessment	Star ELA Enterprise
Library 7 - 12	District, Regional or BOCES-developed	ELA Departmental 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth goals and target percentages will be based on pres-assessments. The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 16 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.

In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.

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

Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.

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

Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.

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/5364/126560-TXEttx9bQW/SLO Calculator.docx

2.12) Locally Developed Controls

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

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

No controls.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, May 08, 2012

Updated Wednesday, September 05, 2012

Page 1

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.

.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. 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.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Star Reading Enterprise
5	4) State-approved 3rd party assessments	Star Reading Enterprise
6	4) State-approved 3rd party assessments	Star Reading Enterprise
7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 ELA Assessments
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 ELA Assessments

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.

<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 3.3, below.</p>	<p>For Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25. For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 64.1 to 82 100 Point Scale 2.5 to 3.4 4 Point Rubric Scale</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as</p>

compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 50.1 to 64 100 Point Scale
 1.5 to 2.4 4 Point Rubric Scale

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measure
 Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
 In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 0 to 50 100 Point Scale
 1 to 1.4 4 Point Rubric Scale

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Star Math Enterprise
5	4) State-approved 3rd party assessments	Star Math Enterprise
6	4) State-approved 3rd party assessments	Star Math Enterprise
7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 Math Assessments
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 Math Assessments

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.

For Locally Selected Measures of Student Growth:
 The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee:
 HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.
 For Locally Selected Measures of Student Achievement:
 The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.

<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 64.1 to 82 100 Point Scale 2.5 to 3.4 4 Point Rubric Scale</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 50.1 to 64 100 Point Scale 1.5 to 2.4 4 Point Rubric Scale</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measure Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 0 to 50 100 Point Scale 1 to 1.4 4 Point Rubric Scale</p>

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.

assets/survey-uploads/5139/126592-rhJdBgDruP/Student Achievement Measure.doc

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Star Enterprise Early Literacy
1	4) State-approved 3rd party assessments	Star Enterprise Early Literacy
2	4) State-approved 3rd party assessments	Star Enterprise Early Literacy
3	4) State-approved 3rd party assessments	Star Reading Enterprise

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.	<p>For Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.</p> <p>For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measures</p> <p>Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as</p> <p>A percentage of students assessed for each assessment as compared to total number of students assessed or;</p> <p>A pre-determined percentage set by the Assessment Committee</p> <p>The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures</p> <p>64.1 to 82 100 Point Scale</p> <p>2.5 to 3.4 4 Point Rubric Scale</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measures</p> <p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as</p> <p>A percentage of students assessed for each assessment as compared to total number of students assessed or;</p> <p>A pre-determined percentage set by the Assessment Committee</p> <p>The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures</p> <p>50.1 to 64 100 Point Scale</p> <p>1.5 to 2.4 4 Point Rubric Scale</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measure</p> <p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.</p> <p>In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as</p> <p>A percentage of students assessed for each assessment as compared to total number of students assessed or;</p> <p>A pre-determined percentage set by the Assessment Committee</p> <p>The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures</p> <p>0 to 50 100 Point Scale</p> <p>1 to 1.4 4 Point Rubric Scale</p>

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Star Enterprise Math
1	4) State-approved 3rd party assessments	Star Enterprise Math
2	4) State-approved 3rd party assessments	Star Enterprise 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.

<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 Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25. For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</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>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 64.1 to 82 100 Point Scale 2.5 to 3.4 4 Point Rubric Scale</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target</p>

Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 50.1 to 64 100 Point Scale
 1.5 to 2.4 4 Point Rubric Scale

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measure
 Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
 In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 0 to 50 100 Point Scale
 1 to 1.4 4 Point Rubric Scale

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Grade 6 Science Departmental Assessments
7	5) District, regional, or BOCES–developed assessments	Grade 7 Science Departmental Assessments
8	5) District, regional, or BOCES–developed assessments	Grade 8 Science Departmental Assessments

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.

For Locally Selected Measures of Student Growth:
 The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee:
 HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.
 For Locally Selected Measures of Student Achievement:
 The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measures
 Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score

of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)

Local Achievement Measures
82.1 to 100 100 Point Scale
3.5 to 4 4 Point Rubric Scale

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measures
Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
64.1 to 82 100 Point Scale
2.5 to 3.4 4 Point Rubric Scale

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measures
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
50.1 to 64 100 Point Scale
1.5 to 2.4 4 Point Rubric Scale

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measure
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
0 to 50 100 Point Scale
1 to 1.4 4 Point Rubric Scale

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Grade 6 Social Studies Departmental Assessment
7	5) District, regional, or BOCES–developed assessments	Grade 7 Social Studies Departmental Assessment
8	5) District, regional, or BOCES–developed assessments	Grade 8 Social Studies Departmental Assessments

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.	<p>For Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.</p> <p>For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 64.1 to 82 100 Point Scale 2.5 to 3.4 4 Point Rubric Scale</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measures Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 50.1 to 64 100 Point Scale 1.5 to 2.4 4 Point Rubric Scale</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measure Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 0 to 50 100 Point Scale 1 to 1.4 4 Point Rubric Scale</p>

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	5) District, regional, or BOCES–developed assessments	District Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	District Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	District Developed American History Assessment

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.

<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 Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25. For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</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>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 64.1 to 82 100 Point Scale 2.5 to 3.4 4 Point Rubric Scale</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 50.1 to 64 100 Point Scale 1.5 to 2.4 4 Point Rubric Scale</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measure Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the</p>

difference between the “Target” score and 0.
 In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 0 to 50 100 Point Scale
 1 to 1.4 4 Point Rubric Scale

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	5) District, regional, or BOCES–developed assessments	District Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	District Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	District Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	District Developed Physics Assessment

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 Locally Selected Measures of Student Growth:
 The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee:
 HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.
 For Locally Selected Measures of Student Achievement:
 The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.

<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 64.1 to 82 100 Point Scale 2.5 to 3.4 4 Point Rubric Scale</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 50.1 to 64 100 Point Scale 1.5 to 2.4 4 Point Rubric Scale</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measure Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 0 to 50 100 Point Scale 1 to 1.4 4 Point Rubric Scale</p>

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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
Algebra 1	5) District, regional, or BOCES–developed assessments	District Developed Algebra 1 Assessments
Geometry	5) District, regional, or BOCES–developed assessments	District Developed Geometry Assessments
Algebra 2	5) District, regional, or BOCES–developed assessments	District Developed Algebra 2 Assessments

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.

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>For Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.</p> <p>For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target</p>

Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 64.1 to 82 100 Point Scale
 2.5 to 3.4 4 Point Rubric Scale

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measures
 Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
 In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 50.1 to 64 100 Point Scale
 1.5 to 2.4 4 Point Rubric Scale

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measure
 Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
 In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 0 to 50 100 Point Scale
 1 to 1.4 4 Point Rubric Scale

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	5) District, regional, or BOCES–developed assessments	District Developed Grade 9 ELA Assessments
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 10 ELA Assessments
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 11 ELA Assessments

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.

<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 Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25. For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</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>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 64.1 to 82 100 Point Scale 2.5 to 3.4 4 Point Rubric Scale</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or;</p>

A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 50.1 to 64 100 Point Scale
 1.5 to 2.4 4 Point Rubric Scale

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measure
 Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
 In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
 A percentage of students assessed for each assessment as compared to total number of students assessed or;
 A pre-determined percentage set by the Assessment Committee
 The weighted scores will be totaled for one HEDI score.
 Achievement Measures
 0 to 50 100 Point Scale
 1 to 1.4 4 Point Rubric Scale

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.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other Social Studies Courses	5) District/regional/BOCES–developed	Social Studies Departmental Assessments
All Other Math Courses	5) District/regional/BOCES–developed	Math Departmental Assessments
All Other Science Courses	5) District/regional/BOCES–developed	Science Departmental Assessments
All Other ELA Courses	5) District/regional/BOCES–developed	ELA Departmental Assessments
World Languages	5) District/regional/BOCES–developed	World Languages Departmental Assessments
Life Skills	5) District/regional/BOCES–developed	Special Education Departmental Assessments
Art K - 12	5) District/regional/BOCES–developed	Fine Arts Departmental Assessments
Music K - 12	5) District/regional/BOCES–developed	Fine Arts Departmental Assessments
Theatre	5) District/regional/BOCES–developed	Fine Arts Departmental Assessments
Business	5) District/regional/BOCES–developed	Practical Arts Departmental Assessment
Family and Consumer Sciences	5) District/regional/BOCES–developed	Practical Arts Departmental Assessment
Technology	5) District/regional/BOCES–developed	Practical Arts Departmental Assessments
Physical Education K -12	5) District/regional/BOCES–developed	Physical Education Departmental Assessments
Health	5) District/regional/BOCES–developed	Physical Education Departmental Assessments

Library 7 - 12	5) District/regional/BOCES–developed	ELA Departmental Assessments
Library 3 - 6	4) State-approved 3rd party	Star Enterprise ELA
Library K -2	4) State-approved 3rd party	Star Enterprise Early Literacy

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 Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25. For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</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>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale 3.5 to 4 4 Point Rubric Scale</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 64.1 to 82 100 Point Scale 2.5 to 3.4 4 Point Rubric Scale</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measures
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
50.1 to 64 100 Point Scale
1.5 to 2.4 4 Point Rubric Scale

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measure
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
0 to 50 100 Point Scale
1 to 1.4 4 Point Rubric Scale

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.

(No response)

3.14) Locally Developed Controls

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

For purposes of determining the Locally-selected Measures of Student Achievement/Growth, teachers should be assessed based on the performance of the students they have had the opportunity to teach. If an Assessment Committee chooses to use Achievement on locally developed or 3rd party assessments: utilizing the District’s student information system (currently eSchool), each student’s grade shall be weighted based on cumulative time present by the date of the assessment. The grade will be adjusted by a weighting factor calculated as $1 + (\text{potential sessions} - \text{actual sessions}) / \text{actual sessions}$. Additional weighting factors may be added as determined by the building principal in accordance to the regulations set forth by SED and approved by the Committee. Adjustments for Achievement will be made based on the allowable controls set by SED, pre-assessment scores, and other pertinent historical student data.

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

Adjustments for achievement will be made based on the allowable controls set by SED, pre-assessment scores, and other pertinent historical student data.

In no case will more than 2 points be added to a teacher's HEDI score based on attendance.

Goals set for Growth or Target Achievement on locally developed or 3rd party assessments may be proportionately adjusted for students entering a teacher's class after the date designated as "roster verification closes". Adjustments for Growth or Target Achievement goals will be made based on the allowable controls set by SED, pre-assessment scores, and other pertinent historical student data.

This document sets forth a protocol for addressing and reducing absenteeism, lateness and truancy from school among the students at BHS. The protocol was formulated by the Babylon Jr.-Sr. High School Student Attendance Review Board. The stated purpose of the committee is to ensure coordination and cooperation among officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of absences from school.

BHS will utilize the existing Instructional Support Team (IST) and Pupil Personnel (PPS) process to gather specific information for the purpose of dealing with students who are chronically absent from school. The (SARB) Student Attendance Review Board should include the designation of specific personnel (or positions) to complete the various duties and responsibilities associated with monitoring student attendance and addressing related issues. Through the (SARB), BHS will implement a progressive discipline process and a parental involvement process to be initiated before denial of credit or referring truancy violations to juvenile or other courts.

The SARB will be responsible for implementing all appropriate building level procedures to address non-compliance with attendance regulations, including efforts to communicate with and involve parents/guardians.

When a student has accumulated five unexcused absences, the schools will make two reasonable attempts to notify the parents/guardians. This notification will include specific information regarding the student's attendance record to date, the requirements of the state's compulsory attendance law, and possible consequences and penalties for failing to comply. If these two attempts are unsuccessful, the schools will send such notice via certified mail with return receipt requested. When a student has accumulated seven unexcused absences, the schools shall make a referral to the Student Attendance Review Board or, if the circumstances warrant, directly to the court(s). Schools should carefully and systematically document all attempts to involve parents/guardians in efforts to resolve student attendance issues.

School-Site Attendance Strategies

Describe strategies to create a welcoming school environment and a positive school climate.

Describe incentives and attendance motivational programs for Students (e.g., prizes, certificates, and special recognitions).

Describe incentives for teachers who improve their classroom Attendance (e.g., gift certificates, commendations, or recognitions).

Indicate roles of school staff, as it relates to improving attendance (e.g., teachers, support and classified staff, and administrators).

Describe efforts to implement Saturday School Attendance Recovery Program. (See E.C. Sections 37223 and 48260).

- Describe efforts to implement alternatives to suspensions.
- Describe relevant after school programs (e.g., tutoring, academic enrichment, student clubs, remedial education).
- Describe alternative instructional practices for students with high numbers of unexcused absences (e.g., independent study, credit recovery programs, in-school instructional alternatives).
- Describe strategies for integrating existing District initiatives with Attendance Initiative

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.

For teachers with more than one grade and subject, the Locally-selected Measures of Student Achievement/Growth the Assessment Committees shall make a determination of the student population covered.

In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as;
o a percentage of students assessed for each assessment as compared to total number of students assessed or;
o a pre-determined percentage set by the Assessment Committee.
The weighted scores will be totaled for one HEDI score.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances 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
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances 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
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances 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.	Checked

3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 08, 2012

Updated Friday, June 29, 2012

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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.)

NYSUT Teacher Practice Rubric

(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 (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]	40
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	20

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, 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:

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

4.4) Assurances

Please check all of the boxes below:

4.4) Assurances Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) 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 educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances 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.

*40 points will be based on a minimum of 2 observations for all teachers, with at least one being unannounced.
20 points will be based on structured reviews of lesson plans, student portfolios and other teacher artifacts.
Of these 20 points, 10 points will be allocated towards Standard 6: Professional Responsibilities and Collaboration and Standard Seven: Professional Growth.
My Learning Plan / OASYS is the system being used to track Observations, Summative Evaluations, Evaluation Scoring, Professional Development, and Personal Goals.*

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.

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.	Overall Rubric Average Score 3.5 - 4.0 60 point distribution for composite 59 - 60
Effective: Overall performance and results meet NYS Teaching Standards.	Overall Rubric Average Score 2.5 - 3.4 60 point distribution for composite 57 - 58
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall Rubric Average Score 1.5 - 2.4 60 point distribution for composite 50 - 56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall Rubric Average Score 1.0 - 1.4 60 point distribution for composite 0 - 49

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	50 - 56
Ineffective	0 - 49

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

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers 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

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers 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?

-
- In Person
-

5. Composite Scoring (Teachers)

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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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 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	59 - 60
Effective	57 - 58
Developing	50 - 56
Ineffective	0 - 49

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Monday, June 18, 2012

Updated Thursday, September 06, 2012

Page 1

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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/143774-Df0w3Xx5v6/Babylon Tip.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:

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of either “ineffective” or “developing” may challenge that APPR.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- 1. The substance and/or procedures of the Annual Professional Performance Review;*
- 2. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*
- 3. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures applicable to Annual Professional Performance Reviews or Teacher Improvement Plans;*
- 4. The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.*

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within 10 school days after the date the teacher has received the APPR. If an educator receives a completed evaluation within 10 school days before the end of the school year or over summer vacation, the educator will have until the 3rd working day of the new school year to file an appeal. In the event the completed evaluation is received less than 7 calendar days prior to the start of the new school year, the teacher will have 10 calendar days from the date of the receipt of the completed evaluation to file an appeal. Notification of the appeal shall be provided to the Superintendent or his/her designee. A teacher wishing to initiate an appeal, must submit, in writing, to the supervising administrator, Superintendent, and BTA President, a detailed description of the precise point(s) of disagreement over his/her performance review, along with any and all documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. See Appendix [].

Under this appeals process the teacher bears the burden of proving the merits of his or her appeal.

Supervising Administrator’s written response to appeal

Within 10 school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

In no more than five days after the receipt of the supervising administrators written response the employee may request a conference with the supervising administrator (step 1). The conference must be scheduled within five days.

Decisions on Appeal

Step 1 – Conference with the supervising administrator and evaluator.

The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring evaluator(s), administrator and the employee are able to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Committee in writing, within 5 days of the conclusion of the conference.

Step 2 – APPR Advisory/Review Panel (Panel).

The APPR Advisory/Review Panel shall consist of three people. Working jointly, the Superintendent and the Babylon Teachers’ Association President will appoint the panel comprised of:

- Two tenured administrators, certified to conduct evaluations chosen by the Superintendent. Neither administrator appointed shall be the evaluator who authored the evaluation.*
- One district teacher from the APPR Committee and one Director or Curriculum coordinator who is a lead evaluator chosen by the Association.*
- It is agreed and understood that the Panel serve for the best interest of the profession. The Panel’s duties are to be fair and balanced and it is understood that there is no additional compensation associated with this obligation.*

The recommendations shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Panel shall have the authority to determine the nature of the appeal as procedural or substantive.

In the case where the Panel has deemed the appeal to be procedural in nature, the Panel will direct the teacher making the appeal to follow the contractual grievance procedures.

In the case where the Panel has deemed the appeal to be substantive in nature, the Panel will clarify the points of the substantive aspects of the appeal in writing and submit it to the Superintendent along with any recommendations regarding the appeal no later than 10 calendar days after the receipt of the appeal.

A written decision based on the merits of the appeal shall be rendered by the Superintendent no later than 10 calendar days after the Panel filed their findings of the appeal. The Superintendent, after receiving the Panel's recommendation, shall have the authority to reject, modify, or affirm the Panel's recommendation on the appeal. The decision shall be based on the written record and additional documentary evidence submitted to the Panel and the clarifying points and applicable recommendations made by the Panel. The Superintendent's decision shall be binding and shall not be subject to further appeal(s) under the collective bargaining agreement or any other forum. Notwithstanding the above, APPR procedural issues shall be subject to the contract's grievance procedure.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Any evaluator [such as but not limited to administrator, director, curriculum coordinator, lead teacher or peer reviewer] who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation and will be recertified periodically in accordance with law and regulation. In conjunction with NYSUT, the Education and Learning Trust will conduct the training seminar for all district evaluators, including lead evaluators. Training will consist of 5 eight hour days and will cover all aspects of the evaluation process. All evaluators will be certified following the completion of the program. Lead evaluators will be periodically re-certified by ELT to ensure inter-rater reliability as per the Commissioner's regulations. Nothing herein shall require collaboration or negotiation with respect to any measure or item that is not negotiable pursuant to Education Law § 3012-c, Subpart 30-2 of the Rules of the Board of Regents and/or Section 100.2(o).

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted as soon as practicable but must occur within 10 calendar days of the beginning of each subsequent school year for newly hired staff.

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 which the classroom teacher's performance is being measured.	Checked
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 Tuesday, May 08, 2012

Updated Wednesday, September 05, 2012

Page 1

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

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

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

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

3 - 6
7 - 12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K - 2	State-approved 3rd party assessment	Star Early Literacy Enterprise

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The Comparable Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 16 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 16, represents 1/16 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 19.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.

<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 16 represents 1/64 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p>

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

assets/survey-uploads/5365/126562-lha0DogRNw/SLO Calculator.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

No Controls

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, June 21, 2012

Updated Wednesday, September 05, 2012

Page 1

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.

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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	Locally-Selected Measure from List of Approved Measures	Assessment
7 - 12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year Regents Diploma rates compared to the state
3 - 6	(a) achievement on State assessments	ELA State Assessment

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.	<p>For Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25.</p> <p>For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p>

Local Achievement Measures
82.1 to 100 100 Point Scale

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measures
Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
64.1 to 82 100 Point Scale

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measures
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
50.1 to 64 100 Point Scale

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measure
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
0 to 50 100 Point Scale

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.

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

(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
K - 2	(i) Student Learning Objectives	Star Early Literacy Enterprise

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For Locally Selected Measures of Student Growth: The Growth Measures will be converted into a numerical effectiveness score using the following methodology as selected by the Committee: HEDI bands are defined by a score of 13 in the “Effective” band established as the SLO “Target.” The scores are broken into increments of .25. For Locally Selected Measures of Student Achievement: The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the following methodology as selected by the Committee.</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>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%)</p> <p>Local Achievement Measures 82.1 to 100 100 Point Scale</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Local Growth Measures Each HEDI point in the “Effective” and “Highly Effective” bands, above a score of 13, represents 1/8 of the difference between 100% and the SLO Target score. (Exception: A score of 20 is defined as half the distance between a score at HEDI 14.75 and 100%) Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0. In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as A percentage of students assessed for each assessment as compared to total number of students assessed or; A pre-determined percentage set by the Assessment Committee The weighted scores will be totaled for one HEDI score.</p> <p>Achievement Measures 64.1 to 82 100 Point Scale</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measures
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
50.1 to 64 100 Point Scale

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Local Growth Measure
Each HEDI point in the “Ineffective”, “Developing”, and “Effective” bands below a score of 13 represents 1/52 of the difference between the “Target” score and 0.
In the case where multiple Local Growth or Local Target Achievement Scores are needed/used, the HEDI score for each assessment will be weighted as
A percentage of students assessed for each assessment as compared to total number of students assessed or;
A pre-determined percentage set by the Assessment Committee
The weighted scores will be totaled for one HEDI score.
Achievement Measures
0 to 50 100 Point Scale

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.

assets/survey-uploads/5366/144803-T8MIGWUVm1/SLO Calculator.docx

8.3) Locally Developed Controls

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

No Controls

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.

Where multiple measures are administered, each measure will be weighted equally, a mean average calculated and applied to the approved conversion scale to determine the principal's rating.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances 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
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances 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
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances 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
8.5) Assurances 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
8.5) Assurances 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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 22, 2012

Updated Monday, June 25, 2012

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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.

Marshall's Principal Evaluation Rubric

(No response)

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 points 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 points 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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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.	Checked
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).	Checked

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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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.

60 points will be based on a minimum of 2 unannounced building visits conducted during the school year.

My Learning Plan / OASYS is the system being used to track Visits, Summative Evaluations, Evaluation Scoring and Professional Development.

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/5143/132045-pMADJ4gk6R/Total Average Rubric Score (1).doc

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.	Overall Rubric Average Score 3.5 - 4.0
Effective: Overall performance and results meet standards.	Overall Rubric Average Score 2.5 - 3.4
Developing: Overall performance and results need improvement in order to meet standards.	Overall Rubric Average Score 1.5 - 2.4
Ineffective: Overall performance and results do not meet standards.	Overall Rubric Average Score 1.0 - 1.4

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	50 - 56
Ineffective	0 - 49

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Sunday, June 24, 2012

Updated Monday, June 25, 2012

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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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 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

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	59 - 60
Effective	57 - 58
Developing	50 - 56
Ineffective	0 - 49

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 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 Sunday, June 24, 2012

Updated Wednesday, September 05, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans 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
11.1) Assurances -- Improvement Plans 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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/145266-Df0w3Xx5v6/Babylon 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:

- 1. The draft annual Superintendent's evaluation shall be presented to the Building Principal at a meeting between the administrator and the Superintendent of Schools, on a date selected by the Superintendent of Schools and the Principal.*
- 2. Within 5 business days of the receipt of the building principal's annual evaluation from the Superintendent of Schools, the administrator may appeal the draft evaluations, in writing, to the Superintendent of Schools or his/her designee. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal, or subsequent appeal. Administrators who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.*

3. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his /her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. As set forth in Section 3012-c of the Education Law, the evaluated administrator may only challenge:

- the substance of the annual professional performance review;
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
- the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
- the school district's issuance and/or implementation of the terms of the administrator's improvement plan.

4. Within 5 business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a determination, in writing, respecting the appeal.

5. In no more than 5 days after receiving the determination, the administrator may submit the Superintendent's determination, to an APPR Advisory Panel for review and recommendation. The panel will consist of one tenured building principal or tenured assistant principal, one tenured administrator from the BAA, and the Assistant Superintendent for Curriculum and Instruction. The panel shall first determine the nature of the appeal as procedural or substantive. In the case where the panel has deemed the appeal to be procedural in nature, the panel will direct the principal making the appeal to follow the contractual grievance procedures. In the case where the panel has deemed the appeal to be substantive in nature, the panel will produce a written report clarifying the points of the substantive aspects of the appeal, and including any recommendations. The panel will submit their report to the Superintendent in no more than 10 business days from the time of the completion of their investigation.

6. The determination of the Superintendent of Schools or his/her designee and the APPR Advisory Panel's report may be submitted at the election of the administrator to a subsequent appeal to a retired Superintendent from a mutually selected list of retired Superintendents. Such subsequent appeal may only be made within 2 business days of receipt of the APPR Advisory Panel's report. The "appellate" retired Superintendent shall issue a determination within 5 business days of receipt of the appeal. The subsequent appeal writing shall articulate in detail the basis of the appeal to the "appellate" retired Superintendent of Schools and shall include all supporting documentation. Failure to articulate a particular basis for the appeal in the aforesaid subsequent appeal writing shall be deemed a waiver of that claim. The retired Superintendent's determination shall be final and binding.

7. In no event will an appeal take more than 45 days.

8. "Business days" shall include the summer recess period.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Lead evaluator / evaluator training will be conducted by certified Nassau, Eastern, or Western Suffolk BOCES Network Team personnel. Lead evaluator / evaluator training will occur regionally and will replicate the recommended SED model certification process incorporating the Regulations that were enacted to implement Education Law 3012-c. Lead evaluators/evaluators will attend this BOCES training throughout the year at a duration as offered by Nassau, Eastern, or Western Suffolk BOCES.

Training will include the following requirements for lead evaluators / evaluators

- New York State Teaching Standards
- ISSLC Standards
- Evidenced based observations
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of state approved teacher and principal rubrics
- Scoring methodology used to evaluate teachers and principals.
- methods for ensuring inter-rater reliability

11.5) 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

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals 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	Checked
---	---------

the building principal's performance is being measured.	
11.6) Assurances -- Principals 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
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals 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:

11.7) Assurances -- Data 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
11.7) 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
11.7) Assurances -- Data 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 Friday, September 07, 2012

Page 1

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

[assets/survey-uploads/5581/173489-3Uqgn5g9Iu/District Certification Form APPR.pdf](assets/survey-uploads/5581/173489-3Uqgn5g9Iu/District%20Certification%20Form%20APPR.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.

The local component for which Achievement on locally developed or 3rd party assessments are used will be converted into a numerical effectiveness score using the Following methodology as selected by the Committee.

0-100 Point Scale	1-4 Rubric Conversion	<u>Student Achievement Measure:</u> Locally-selected Measures of	
Conversion Chart* Can be used with any assessment scored on a 100 point scale	Scale	Student Achievement/Growth SCORE	
Based on a 100 Point Scale	Based on a 1-4 Rubric Rating	20 Point Conversion <i>No Value- Added Measure for State-Determined measures of student growth</i>	15 Point Conversion <i>Value-Added Measure Applies for State-Determined measures of student growth</i>
Ineffective			
0	1	0	0
.1 to 20	1.1	1	1
20.1 to 30	1.2	1.5	1.5
30.1 to 40	1.3	2	2
40.1 to 50	1.4	2.5	2.5
Developing			
50.1 to 55	1.5	3	3
55.1 to 56	1.6	3.6	3.5
56.1 to 57	1.7	4.2	4
57.1 to 58	1.8	4.8	4.5
58.1 to 59	1.9	5.4	5
59.1 to 60	2	6	5.5
60.1 to 61	2.1	6.6	6
61.1 to 62	2.2	7.2	6.5
62.1 to 63	2.3	7.8	7
63.1 to 64	2.4	8.4	7.5
Effective			
64.1 to 65	2.5	9	8
65.1 to 66	2.6	9.9	8.6
66.1 to 68	2.7	10.8	9.2
68.1 to 70	2.8	11.7	9.8
70.1 to 72	2.9	12.6	10.4
72.1 to 74	3	13.5	11
74.1 to 76	3.1	14.4	11.6
76.1 to 78	3.2	15.3	12.2
78.1 to 80	3.3	16.2	12.8
80.1 to 82	3.4	17.1	13.4
Highly Effective			
82.1 to 85	3.5	18	14
85.1 to 88	3.6	18.4	14.2
88.1 to 91	3.7	18.8	14.4
91.1 to 94	3.8	19.2	14.6

94.1 to 97	3.9	19.6	14.8
97.1 to 100	4	20	15

This screen shot shows the district developed, interactive SLO Calculator set at 80% for the Target Range and a score of 16 in the Effective Range.

Babylon UFSD APPR SLO Calculator

		HEDI pts	Target % Ranges			HEDI pts	Target % Ranges			HEDI pts	Target % Ranges
INEFFECTIVE		0.00	0.00% to 0.00%	EFFECTIVE		9.00	45.00% to 46.24%	HIGHLY EFFECTIVE		18.00	90.00% to 91.24%
		0.25	1.25% to 2.49%			9.25	46.25% to 47.49%			18.25	91.25% to 92.49%
		0.50	2.50% to 3.74%			9.50	47.50% to 48.74%			18.50	92.50% to 93.74%
		0.75	3.75% to 4.99%			9.75	48.75% to 49.99%			18.75	93.75% to 94.99%
		1.00	5.00% to 6.24%			10.00	50.00% to 51.24%			19.00	95.00% to 96.24%
		1.25	6.25% to 7.49%			10.25	51.25% to 52.49%			19.25	96.25% to 97.49%
		1.50	7.50% to 8.74%			10.50	52.50% to 53.74%			19.50	97.50% to 98.74%
		1.75	8.75% to 9.99%			10.75	53.75% to 54.99%			19.75	98.75% to 99.37%
		2.00	10.00% to 11.24%			11.00	55.00% to 56.24%			20.00	99.38% to 100.00%
		2.25	11.25% to 12.49%			11.25	56.25% to 57.49%				
		2.50	12.50% to 13.74%			11.50	57.50% to 58.74%				
		2.75	13.75% to 14.99%			11.75	58.75% to 59.99%				
	DEVELOPING		3.00		15.00% to 16.24%		12.00		60.00% to 61.24%		
		3.25	16.25% to 17.49%		12.25	61.25% to 62.49%					
		3.50	17.50% to 18.74%		12.50	62.50% to 63.74%					
		3.75	18.75% to 19.99%		12.75	63.75% to 64.99%					
		4.00	20.00% to 21.24%		13.00	65.00% to 66.24%					
		4.25	21.25% to 22.49%		13.25	66.25% to 67.49%					
		4.50	22.50% to 23.74%		13.50	67.50% to 68.74%					
		4.75	23.75% to 24.99%		13.75	68.75% to 69.99%					
		5.00	25.00% to 26.24%		14.00	70.00% to 71.24%					
		5.25	26.25% to 27.49%		14.25	71.25% to 72.49%					
		5.50	27.50% to 28.74%		14.50	72.50% to 73.74%					
		5.75	28.75% to 29.99%		14.75	73.75% to 74.99%					
		6.00	30.00% to 31.24%		15.00	75.00% to 76.24%					
		6.25	31.25% to 32.49%		15.25	76.25% to 77.49%					
		6.50	32.50% to 33.74%		15.50	77.50% to 78.74%					
		6.75	33.75% to 34.99%		15.75	78.75% to 79.99%					
		7.00	35.00% to 36.24%		16.00	80.00% to 81.24%					
		7.25	36.25% to 37.49%		16.25	81.25% to 82.49%					
		7.50	37.50% to 38.74%		16.50	82.50% to 83.74%					
		7.75	38.75% to 39.99%		16.75	83.75% to 84.99%					
	8.00	40.00% to 41.24%		17.00	85.00% to 86.24%						
	8.25	41.25% to 42.49%		17.25	86.25% to 87.49%						
	8.50	42.50% to 43.74%		17.50	87.50% to 88.74%						
	8.75	43.75% to 44.99%		17.75	88.75% to 89.99%						

Hedi Calculator	# Students	SLO/Growth Target Percentage	Actual Percent Achieved	HEDI Score
SLO 1		80.00%		
Course:				

HEDI Score of 16 is the SLO/Growth Target Percentage

For each SLO, Local Growth, or Local Target Achievement Calculation required:

*Enter ALL appropriate data on the corresponding STUDENTDATA tab FIRST

*This calculator will automatically set all of the necessary parameters

ENTER the HEDI Score from the table that corresponds to the range of the Actual Percent Achieved in the blue HEDI Score Box Above

The results for this SLO, Local Growth, or Local Target Achievement as it corresponds to the final assigned HEDI rating can be found under the "FINAL HEDI SCORE" Tab

Total Average Rubric Score	Conversion score for composite
Ineffective	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40

1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
Developing	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

Total Average Rubric Score	Conversion score for composite
Ineffective	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
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1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40

1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
Developing	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

Babylon Union Free School District

T.I.P – (Teacher Improvement Plan)

Teacher: _____

Date _____

Subject/Grade _____ School _____ Administrator _____

1 Areas In Need Of Improvement and Performance Goals

1.

2. What evidence will demonstrate that the teacher has changed?

1.

3. What is the time frame in which the change must occur?

1.

4 Are there intermediate benchmarks that will indicate progress? If so, when should these occur?

1.

5. What, directives, recommendations, requirements, and/or suggestions have been given to the teacher?

1.
2.
3.
4.

6. What professional development, resources, guidance, follow-up will be provided for the teacher?

1.

(Continued on back)

This screen shot shows the district developed, interactive SLO Calculator set at 80% for the Target Range and a score of 16 in the Effective Range.

Babylon UFSD APPR SLO Calculator

		HEDI pts	Target % Ranges			HEDI pts	Target % Ranges			HEDI pts	Target % Ranges																	
INEFFECTIVE		0.00	0.00% to 0.00%	EFFECTIVE		9.00	45.00% to 46.24%	HIGHLY EFFECTIVE		18.00	90.00% to 91.24%																	
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Babylon UFSD APPR SLO Calculator

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7.50	37.50% to 38.74%		16.50	82.50% to 83.74%																					
7.75	38.75% to 39.99%		16.75	83.75% to 84.99%																					
8.00	40.00% to 41.24%		17.00	85.00% to 86.24%																					
8.25	41.25% to 42.49%		17.25	86.25% to 87.49%																					
8.50	42.50% to 43.74%		17.50	87.50% to 88.74%																					
8.75	43.75% to 44.99%		17.75	88.75% to 89.99%																					

Babylon Union Free School District

P.I.P – (Principal Improvement Plan)

Teacher: _____

Date _____

Subject/Grade _____ School _____ Administrator _____

1 Areas In Need Of Improvement and Performance Goals

1.

2. What evidence will demonstrate that the teacher has changed?

1.

3. What is the time frame in which the change must occur?

1.

4 Are there intermediate benchmarks that will indicate progress? If so, when should these occur?

1.

5. What, directives, recommendations, requirements, and/or suggestions have been given to the teacher?

1.
2.
3.
4.

6. What professional development, resources, guidance, follow-up will be provided for the teacher?

1.

(Continued on back)

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 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 TIP or PIP plan, in accordance with the 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 the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the 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 regulation 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
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Richard Rojas 9.6.12

Teachers Union President Signature: Date:

Ra Rina 9/6/12

Administrative Union President Signature: Date:

Alan Paddy 9/6/12

Board of Education President Signature: Date:

Da P By 9/6/12