



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

Acting Commissioner of Education
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Albany, New York 12234

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June 11, 2015

Revised-Expedited Assessment Material Change

Dr. Shari Camhi, Superintendent
Baldwin Union Free School District
960 Hastings Street
Baldwin, NY 11510

Dear Superintendent Camhi:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Robert Hanna

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on January 9, 2013, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see <http://www.regents.nysed.gov/meetings/2014/February2014/214p12heal.pdf>.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) *no later than March 1*. Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes within 10 business days of submission. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: Baldwin Union Free School District

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

<input checked="" type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input checked="" type="checkbox"/> Kindergarten ELA HEDI Process	<input checked="" type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input checked="" type="checkbox"/> Kindergarten Math Assessment	<input checked="" type="checkbox"/> Grade 1 Math Assessment
<input checked="" type="checkbox"/> Kindergarten Math HEDI Process	<input checked="" type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input checked="" type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input checked="" type="checkbox"/> Grade 4 ELA Assessment	<input checked="" type="checkbox"/> Grade 5 ELA Assessment
<input checked="" type="checkbox"/> Grade 4 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 5 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 4 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 5 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 6 ELA Assessment	<input checked="" type="checkbox"/> Grade 7 ELA Assessment
<input checked="" type="checkbox"/> Grade 6 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 7 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 6 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 7 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 8 ELA Assessment	
<input checked="" type="checkbox"/> Grade 8 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input checked="" type="checkbox"/> Grade 4 Math Assessment	<input checked="" type="checkbox"/> Grade 5 Math Assessment
<input checked="" type="checkbox"/> Grade 4 Math HEDI Process	<input checked="" type="checkbox"/> Grade 5 Math HEDI Process
<input checked="" type="checkbox"/> Grade 4 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 5 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 6 Math Assessment	<input checked="" type="checkbox"/> Grade 7 Math Assessment
<input checked="" type="checkbox"/> Grade 6 Math HEDI Process	<input checked="" type="checkbox"/> Grade 7 Math HEDI Process
<input checked="" type="checkbox"/> Grade 6 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Math Assessment	
<input checked="" type="checkbox"/> Grade 8 Math HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input checked="" type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input checked="" type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input checked="" type="checkbox"/> Kindergarten ELA HEDI Process	<input checked="" type="checkbox"/> Grade 1 ELA HEDI Process
<input checked="" type="checkbox"/> Kindergarten ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input checked="" type="checkbox"/> Grade 3 ELA Assessment
<input checked="" type="checkbox"/> Grade 2 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 3 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 2 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input checked="" type="checkbox"/> Kindergarten Math Assessment	<input checked="" type="checkbox"/> Grade 1 Math Assessment
<input checked="" type="checkbox"/> Kindergarten Math HEDI Process	<input checked="" type="checkbox"/> Grade 1 Math HEDI Process
<input checked="" type="checkbox"/> Kindergarten Math Assignment of Points	<input checked="" type="checkbox"/> Grade 1 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assessment	<input checked="" type="checkbox"/> Grade 3 Math Assessment
<input checked="" type="checkbox"/> Grade 2 Math HEDI Process	<input checked="" type="checkbox"/> Grade 3 Math HEDI Process
<input checked="" type="checkbox"/> Grade 2 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input checked="" type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input checked="" type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input checked="" type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input checked="" type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that the district's or BOCES' complete APPR plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict or interfere with full implementation of the district's or BOCES APPR plan, including any approved material changes; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date:

Paul Lane 5/20/15

Teachers Union President Signature: Date:

Clayton M 5/26/15

Administrative Union President Signature: Date:

Beed 5/26/15

Board of Education President Signature: Date:

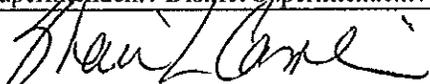
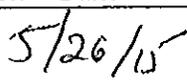
Karyn Reid 5/26/15

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date:

	
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Baldwin Union Free School District

Explanation of Changes Made to APPR Plan

Submitted in Conjunction with Expedited Material Change Form

Task 2:

In tasks 2.2 and 2.3, the District seeks to modify the assessments used in measuring student growth to reduce the testing on children in these grades. Grades K-2 ELA and Math assessments will now consist of district-developed performance-based assessments, rather than third party standardized assessments. These performance-based assessments are typically already being done for other purposes, so there will not be significant additional testing. Such assessments are also much shorter in duration than the third party assessment.

The HEDI process descriptions have been updated accordingly. While the targets do not mean the same thing since it is a different assessment, the 65% threshold for students meeting their SLO target, and the HEDI range breakdowns, remain the same as it was when tied to the third party assessment.

Task 3:

In tasks 3.1, 3.2, 3.4 and 3.5, the District seeks to modify the assessments used in measuring local student achievement to reduce the testing on children in grades k through 5. Grades 3-5 State ELA and Math assessments will now be used as school-wide measures through a locally developed formula whereby the District will compare the State proficiency average (% of students State-wide reaching a score of 3 or 4) to the proficiency average of each K-5 elementary school. This will be used for both Math and ELA in all grades, k through 5. This will completely eliminate the need for another local assessment and thereby drastically reduced the testing for these younger students.

Also in tasks 3.1 and 3.2, grades 6-8 math and ELA teachers will now give assessments that consist of a single district-developed summative assessment, rather than a third party standardized assessment. In many cases, these types of assessments are already being given by teachers as end of the year finals, so another test will not have be added. Even in those limited cases where such tests are not already being given, these tests will be shorter in duration than third party assessments.

Several courses listed in task 3.12 were likewise revised to modify the assessment from a third party assessment to either a district developed assessment or tied to the school wide measure comparing to the State-wide proficiency average. These assessments will reduce testing as discussed above.

The description of the HEDI process and the assignment of points have been updated accordingly.

Task 8:

In task 8.1, in accordance with the changes submitted in Tasks 3.1 through 3.5, the principals in grades k through 5 and 6 through 8 will have their local measures based upon the same assessments as described above for the teachers.

Grades K-5 principals will receive the same score as the teachers in the building for their local measure, since it is a school-wide measure being used for teachers, based upon the State-wide versus school-wide proficiency average on State ELA and Math assessments. As discussed above, this change will reduce testing on students since principals were also previously tied to students' third party assessments.

Grades 6-8 principals will now also be subject to student achievement levels on the district-developed summative assessments, rather than on multiple administrations of third party assessments. The same benefits discussed in task 3.1 and 3.2 apply here as well.

The description of the HEDI process and the assignment of points have been updated accordingly.

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, August 27, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

280210030000

1.2) School District Name:

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

Baldwin UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 04/21/2015

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

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have State-provided measures, some may teach other courses where there is no State-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

- District-determined assessments from list of State-approved 3rd party assessments; or
- District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

- State assessments, *required if one exists*
- List of State-approved 3rd party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Baldwin Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Baldwin Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Baldwin Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The District has set an expectation that at least 65% of students will meet the growth target set for measuring individual student growth from the district-created fall baseline performance assessment to the district-created spring final performance assessment.</p> <p>The growth targets will be based upon the district's benchmark criteria and will be determined after the fall administration. Such criteria will be set collaboratively by teachers and administrators with final approval of growth targets by central administration.</p> <p>The same SLO will be used for each grade K, 1, and 2 in each building.</p> <p>For grade 3, baseline data will be gathered from consisting of students' prior academic history, prior test results, along with other evidence of student achievement in the subject area. This baseline data will be used to set individual growth targets for students' performance on the state assessments.</p> <p>Targets will be set collaboratively by teachers and administrators with final approval of growth targets by central administration.. The district reserves the right to review all growth targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the growth target.</p> <p>See attached chart in 2.11 for the District's HEDI formula.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Baldwin Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Baldwin Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Baldwin Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the

process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

<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>The District has set an expectation that at least 65% of students will meet the growth target set for measuring individual student growth from the district-created fall baseline performance assessment to the district-created spring final performance assessment. The growth targets will be based upon the district's benchmark criteria and will be determined after the fall administration. Such criteria will be set collaboratively by teachers and administrators with final approval of growth targets by central administration. The same SLO will be used for each grade K, 1, and 2 in each building. For grade 3, baseline data will be gathered from consisting of students' prior academic history, prior test results, along with other evidence of student achievement in the subject area. This baseline data will be used to set individual growth targets for students' performance on the state assessments. Targets will be set collaboratively by teachers and administrators with final approval of growth targets by central administration.. The district reserves the right to review all growth targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth. Points will be assigned based upon the percentage of students meeting or exceeding the growth target. See attached chart in 2.11 for the District's HEDI formula.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

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	Baldwin-developed 6th grade Science assessment
7	District, regional or BOCES-developed assessment	Baldwin-developed 7th grade Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

<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>Baseline data will be gathered consisting of students' prior academic history, prior year's test results, along with other evidence of student achievement in the subject area. This baseline data will be used to set growth targets for students' performance on the state and District-developed assessment, as applicable.</p> <p>Targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the growth target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the growth target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the growth target score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 2.11 for an example of this formula.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

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	Baldwin-developed 6th grade Social Studies assessment
7	District, regional or BOCES-developed assessment	Baldwin-developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Baldwin-developed 8th grade Social Studies 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 measuring student growth on the assessments listed for this Task.

<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>Baseline data will be gathered consisting of students' prior academic history, prior year's test results, along with other evidence of student achievement in the subject area. This baseline data will be used to set growth targets for students' performance on the District-developed assessment.</p> <p>Targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the growth target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the growth target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the growth target score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 2.11 for an example of this formula.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

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	Baldwin-developed Global 1 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 measuring student growth on the assessments listed for this Task.

<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>Baseline data will be gathered consisting of students' prior academic history, prior year's test results, along with other evidence of student achievement in the subject area. This baseline data will be used to set growth targets for students' performance on the District-developed assessment or Regents examination.</p> <p>Targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the growth target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the growth target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the growth target score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 2.11 for an example of this formula.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</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 measuring student growth on the assessments listed for this Task.

<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>Baseline data will be gathered consisting of students' prior academic history, prior year's test results, along with other evidence of student achievement in the subject area. This baseline data will be used to set growth targets for students' performance on the Regents examination.</p> <p>Targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the growth target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the growth target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the growth target score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 2.11 for an example of this formula.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

2.8) High School Math Regents Courses

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

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

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

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

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

<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>Baseline data will be gathered consisting of students' prior academic history, prior year's test results, along with other evidence of student achievement in the subject area. This baseline data will be used to set growth targets for students' performance on the Regents examination.</p> <p>Targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the growth target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the growth target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the growth target score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 2.11 for an example of this formula.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

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	Baldwin-developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Baldwin-developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

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

<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>Baseline data will be gathered consisting of students' prior academic history, prior year's test results, along with other evidence of student achievement in the subject area. This baseline data will be used to set growth targets for students' performance on the District-developed assessment or Regents examination, as applicable.</p> <p>Targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the growth target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the growth target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the growth target score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 2.11 for an example of this formula.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>

Developing (3 - 8 points) Results are below District goals for similar students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

	Course(s) or Subject(s)	Option	Assessment
	Elementary AIS, Reading, Speech and Resource Room	School/BOCES-wide/group/team results based on State	NYS Grades 3-5 ELA Assessment
	All other secondary Math courses	District, Regional or BOCES-developed	Baldwin-developed course specific final assessment
	All other secondary ELA courses	District, Regional or BOCES-developed	Baldwin-developed course specific final assessment
	All other secondary Science courses	District, Regional or BOCES-developed	Baldwin-developed course specific final assessment
	All other secondary Social Studies courses	District, Regional or BOCES-developed	Baldwin-developed course specific final assessment
	All secondary LOTE/Foreign Language courses	District, Regional or BOCES-developed	Baldwin-developed course specific final assessment
	All secondary Business courses	District, Regional or BOCES-developed	Baldwin-developed course specific final assessment
	All secondary Technology courses	District, Regional or BOCES-developed	Baldwin-developed course specific final assessment
	All Art courses	District, Regional or BOCES-developed	Baldwin-developed grade and course- specific final assessment
	All Music courses	District, Regional or BOCES-developed	Baldwin-developed grade and course- specific final assessment
	All Physical Education courses	District, Regional or BOCES-developed	Baldwin-developed grade and course- specific final assessment
	All Health courses	District, Regional or BOCES-developed	Baldwin-developed grade and course- specific final assessment
	All secondary Family and Consumer Science courses	District, Regional or BOCES-developed	Baldwin-developed course-specific final assessment
	Secondary Resource Room, AIS, Speech	School/BOCES-wide/group/team results based on State	NYS Grades 6-8 ELA Assessment
	All ESL	State Assessment	NYSESLAT Assessment

	Any teacher of grades 4-8 ELA and Math that does not receive a state provided growth score	State Assessment	NYS Grades 4-8 ELA and Math

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

<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>Baseline data will be gathered consisting of students' prior academic history, prior year's test results, along with other evidence of student achievement in the subject area. This baseline data will be used to set individual growth targets for students' performance on the District-developed assessment or state assessment, as applicable.</p> <p>For any teachers for grades 4-8 ELA or Math that does not receive a state provided growth score HEDI points will be awarded based on the percent of students meeting or exceeding the district' minimum rigor expectation for growth of 2 or higher on the listed NYS assessments.</p> <p>Targets will be set collaboratively by teachers and administrators with final approval by central administration.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the growth target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the growth target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the growth target score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 2.11 for an example of this formula.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/1547149-TXEttx9bQW/new%202%2011%20HEDI%20Chart.docx>

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

No adjustments, controls or special considerations were used in setting targets for state or comparable measures.

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked

Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 05/12/2015

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

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA assessment
5	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA assessment
6	5) District, regional, or BOCES–developed assessments	Baldwin Grade 6 ELA Final Assessment
7	5) District, regional, or BOCES–developed assessments	Baldwin Grade 7 ELA Final Assessment
8	5) District, regional, or BOCES–developed assessments	Baldwin Grade 8 ELA Final Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>For grades 4-5, the school-wide proficiency average on grades 3-5 ELA and Math State assessments will be compared to the State-wide proficiency average for those same exams. Proficiency is deemed to be a score of 3 or higher on the State assessment. The number of HEDI points awarded to a teacher is based upon the school's percent difference (positive or negative) from the State-wide percentage of proficiency on the selected exams. A score of 14 would be awarded if the school's proficiency average matched the State's proficiency average. These targets were developed based upon historical data from the district's performance on State assessments and the State-wide average performance on State assessments. Since all grades 4-5 teachers are common branch teachers, the school-wide percent proficiency on the ELA State assessments will be averaged with the school-wide percent proficiency on the Math State assessments, which number will then be compared to the state wide average proficiency for those assessments and used to award a 0-20 HEDI score using the attached Chart 3.3, labeled "Grades 4-5" used until the state implements a value-added model.</p> <p>For grades 6-8, points will be assigned based upon the percentage of students who achieve a score of at least passing (65 out of 100) on the district created final assessment. See chart in 3.3 labeled "Grades 6-8."</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3-5 Math assessment
5	6(i) School-wide measure based on State-provided measure	NYS Grades 3-5 Math assessment
6	5) District, regional, or BOCES–developed assessments	Baldwin Grade 6 Math Final Assessment
7	5) District, regional, or BOCES–developed assessments	Baldwin Grade 7 Math Final Assessment
8	5) District, regional, or BOCES–developed assessments	Baldwin Grade 8 Math Final Assessment

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.

<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 grades 4-5, the school-wide proficiency average on grades 3-5 ELA and Math State assessments will be compared to the State-wide proficiency average for those same exams. Proficiency is deemed to be a score of 3 or higher on the State assessment. The number of HEDI points awarded to a teacher is based upon the school's percent difference (positive or negative) from the State-wide percentage of proficiency on the selected exams. A score of 14 would be awarded if the school's proficiency average matched the State's proficiency average. These targets were developed based upon historical data from the district's performance on State assessments and the State-wide average performance on State assessments. Since all grades 4-5 teachers are common branch teachers, the school-wide percent proficiency on the ELA State assessments will be averaged with the school-wide percent proficiency on the Math State assessments, which number will then be compared to the state wide proficiency average for those assessments and used to award a 0-20 HEDI score using the attached Chart 3.3, labeled "Grades 4-5" used until the state implements a value-added model.</p> <p>For grades 6-8, points will be assigned based upon the percentage of students who achieve a score of at least passing (65 out of 100) on the district created final assessment. See chart in 3.3 labeled "Grades 6-8."</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>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1547150-rhJdBgDruP/HEDI%20Chart_revised.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the

7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA assessment
1	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA assessment
2	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA assessment
3	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA assessment

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.	For grades K-3, the school-wide proficiency average on grades 3-5 ELA and Math State assessments will be compared to the State-wide proficiency average for those same exams. Proficiency is deemed to be a score of 3 or higher on the State assessment. The number of HEDI points awarded to a teacher is based upon the school's percent difference (positive or negative) from the State-wide percentage of proficiency on the selected exams. A score of 14 would be awarded if the school's proficiency average matched the State's proficiency average. These targets were developed based upon historical data from the district's performance on State assessments and the State-wide average performance on State assessments. Since all grades k-3 teachers are common branch teachers, the school-wide percent proficiency on the ELA State assessments will be averaged with the school-wide percent proficiency on the Math State assessments, which number will then be compared to the state wide average proficiency for those assessments and used to award a 0-20 HEDI score using the attached Chart 3.13, labeled "Grades K-3."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS grades 3-5 math assessments
1	6(ii) School-wide measure computed locally	NYS grades 3-5 math assessments
2	6(ii) School-wide measure computed locally	NYS grades 3-5 math assessments
3	6(ii) School-wide measure computed locally	NYS grades 3-5 math assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-3, the school-wide proficiency average on grades 3-5 ELA and Math State assessments will be compared to the State-wide proficiency average for those same exams. Proficiency is deemed to be a score of 3 or higher on the State assessment. The number of HEDI points awarded to a teacher is based upon the school's percent difference (positive or negative) from the State-wide percentage of proficiency on the selected exams. A score of 14 would be awarded if the school's proficiency average matched the State's proficiency average. These targets were developed based upon historical data from the district's performance on State assessments and the State-wide average performance on State assessments. Since all grades k-3 teachers are common branch teachers, the school-wide percent proficiency on the Math State assessments will be averaged with the school-wide percent proficiency on the ELA State assessments, which number will then be compared to the state wide average proficiency for those assessments and used to award a 0-20 HEDI score using the attached Chart 3.13, labeled "Grades K-3."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	Baldwin-developed Grade 6 Science assessment
7	7) Student Learning Objectives	Baldwin-developed Grade 7 Science assessment
8	7) Student Learning Objectives	Baldwin-developed Grade 8 Science assessment

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.

<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>Achievement will be measured on the District assessment. Achievement targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the achievement target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the achievement target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the achievement score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 3.13 for an example of this formula.</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>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	Baldwin-developed Grade 6 Social Studies Assessment
7	7) Student Learning Objectives	Baldwin-developed Grade 7 Social Studies Assessment
8	7) Student Learning Objectives	Baldwin-developed Grade 8 Social Studies Assessment

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.

<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>Achievement will be measured on the District assessment. Achievement targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the achievement target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the achievement target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the achievement score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 3.13 for an example of this formula.</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>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	Baldwin-developed Global I Assessment
Global 2	7) Student Learning Objectives	NYS Global II Regents Examination
American History	7) Student Learning Objectives	NYS American History Regents Examination

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

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

<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>Achievement will be measured on the District or Regents assessment. Achievement targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the achievement target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the achievement target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the achievement score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 3.13 for an example of this formula.</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>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	NYS Living Environment Regents Examination
Earth Science	7) Student Learning Objectives	NYS Earth Science Regents Examination
Chemistry	7) Student Learning Objectives	NYS Chemistry Regents Examination
Physics	7) Student Learning Objectives	NYS Physics Regents Examination

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn

each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<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>Achievement will be measured on the Regents Examination. Achievement targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the achievement target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the achievement target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the achievement score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 3.13 for an example of this formula</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>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	NYS Algebra I Regents Examination
Geometry	7) Student Learning Objectives	NYS Geometry Regents Examination
Algebra 2	7) Student Learning Objectives	NYS Algebra 2 Regents Examination

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

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

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

<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>Achievement will be measured on the Regents Examination. Achievement targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the achievement target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the achievement target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the achievement score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 3.13 for an example of this formula.</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>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	7) Student Learning Objectives	Baldwin-developed Grade 9 ELA Assessment

Grade 10 ELA	7) Student Learning Objectives	Baldwin-developed Grade 10 ELA Assessment
Grade 11 ELA	7) Student Learning Objectives	NYS English Regents Examination

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Achievement will be measured on the District-developed assessment or Regents Examination. Achievement targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the achievement target.</p> <p>HEDI bands are defined by the midpoint of the "Effective" band score of 13. This represents the percentage of students the District expects to meet or exceed the achievement target, as determined by grade and subject.</p> <p>Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the percentage of students the District expects to meet or exceed the achievement score, as determined by grade and subject. (Set at 13)</p> <p>Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" HEDI score of nine (9) and zero (0).</p> <p>This formula ensures that each teacher will have the ability to receive every rating from 0 to 20 points.</p> <p>See Attached Chart in 3.13 for an example of this formula.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.

3.12) All Other Courses

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

testing).

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other secondary Math courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All other secondary ELA courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All other secondary Science courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All other secondary Social Studies courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All other secondary LOTE/Foreign Language courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All secondary Business courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All secondary Technology courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All Art courses	7) Student Learning Objectives	Baldwin-developed grade and course specific assessment .
	All Music courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All Physical Education courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All Health courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	All secondary Family and Consumer Science courses	7) Student Learning Objectives	Baldwin-developed course-specific assessment
	Elementary Reading, Speech, ESL, AIS, Resource Room	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA assessments
	Secondary Reading, Speech, ESL, Resource Room	7) Student Learning Objectives	Baldwin-developed grade specific ELA assessment

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>Achievement will be measured on the district developed assessment. Achievement targets will be set collaboratively by teachers and administrators.</p> <p>Points will be assigned based upon the percentage of students meeting or exceeding the achievement target.</p> <p>For Secondary Reading, ESL, LSH, AIS and Resource Room, scores will be based upon grade level district ELA assessments.</p> <p>For Elementary Reading, Speech, ESL, AIS, Resource Room, the school-wide proficiency average on grades 3-5 ELA State assessments will be compared to the State-wide proficiency average for those same exams, which will be defined as students achieving scoring levels 3 or 4, as described for grades k-5 ELA above in tasks 3.1 and 3.4 (the only difference being that the percent difference for the State ELA exams will not be averaged with the Math proficiency number). See attached chart 3.13 that is labeled grades k-3.</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>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.</p>

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

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/1547150-y92vNseFa4/new%203%2013%20HEDI%20Chart_revised.docx

3.14) Locally Developed Controls

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

No adjustments, controls, or special considerations were used in setting targets for local measures.

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.

When a teacher has more than one locally selected measure, each local measure will be weighted proportionately based on the number of students included in each course.

The scores from the multiple local measures will average into one overall component score to determine the overall HEDI score for the teacher.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, August 27, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	(No response)
------------------------------	---------------

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(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.

The Danielson 2007 Rubric is in place. The Rubric consists of 4 Domains. The observed or measured subcomponents within each Domain will be scored on a 1-4 point HEDI scale (H=4; E=3; D=2; I=1), and then averaged, resulting in a 1-4 point HEDI Domain score.

In each Observation, each Domain will receive a HEDI score of 1-4 points. Each Domain's HEDI score will be averaged for the 2 Observations, so that each Domain has one 1-4 point HEDI Observation composite score at the end of the school year. The weighting of the Observation composite score for each Domain is as follows:

- Domain 1: 1-4 point HEDI score multiplied by 7/40
- Domain 2: 1-4 point HEDI score multiplied by 7/40
- Domain 3: 1-4 point HEDI score multiplied by 19/40
- Domain 4: 1-4 point HEDI score multiplied by 7/40

All Domains will be totaled for a final Observation score from 1-4. Therefore, the sum of the 2 Observations will result in a 1-4 point

total HEDI Observation composite score. Then that score will be multiplied by 40/60.

The Professional Artifact Collection (PAC) will be aligned with the Danielson Rubric and will encompass each of the four Domains. Each Domain's 1-4 point HEDI score will be averaged to obtain the PAC 1-4 point HEDI composite score, which will then be multiplied by 20/60.

The total of the Observation and PAC set forth above, will result in an overall 1-4 point rubric average score, which will then be converted into a 0-60 point score, based on the attached Chart.

The categorical weightings for Observations and PAC ensure that the overall rubric average is consistent with the proportionate number of points set forth in 4.2 above.

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/5091/144418-eka9yMJ855/APPR 60% conversion chart CS 1-3-13.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective: Overall performance and results meet NYS Teaching Standards.	Most outcomes represent high expectations, rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline, nor are they connected to a sequence of learning.

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

Formal/Long	1
Informal/Short	1
Enter 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 probationary teachers be done in person, by video, or both?

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Wednesday, August 27, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, August 27, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/144424-Df0w3Xx5v6/TIP - Final to Review Room Jan 8 2013.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCEDURE

1. A teacher or principal may challenge their annual professional performance review pursuant to section 3012-c of the Education Law.
 - a. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing.

b. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraph (a) above, a teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

1. the substance of the annual professional performance review;
2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education law;
3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
4. the school district's issuance and/or implementation of the terms of the teacher's or principal's improvement plan

c. Any issue not raised in the written appeal shall be deemed waived.

d. Within five school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.

e. The determination of the Superintendent of Schools or his/her designee as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. However, nothing shall prevent a teacher from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020-a. Procedural issues that will be set forth in this Article shall be subject to the grievance machinery of the contract.

f. The time frames referred to herein may be extended by mutual agreement of the parties.

However, the parties shall ensure that all steps herein and resolution of the Appeals Process occur in a timely and expeditious manner.

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

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

The District will ensure that all Lead Evaluators and Evaluators are properly trained and certified, as necessary, to complete an individual's performance review.

Administrators (Evaluators and Lead Evaluators) are being trained through a variety of turn-key training modules facilitated by Nassau BOCES, the New York State Council of School Superintendents, and state-trained consultants. Training is currently ongoing and will continue as additional training opportunities become available. If changes in administrative staff occur, then training will be arranged for the new staff member(s). All Lead Evaluators shall be trained in the nine elements listed in Section 30 - 2.9 of the Rules of the Board of Regents prior to the completion of end-of-year evaluations. All Evaluators will also receive comparable training. Periodically, the District will facilitate calibration sessions bringing Evaluators together to ensure inter-rater reliability.

Lead Evaluators shall be certified by the Board of Education in accordance with the Regulations. The Superintendent or his designee will maintain records of certification of Evaluators. The District will ensure that Lead Evaluators participate in annual training and will be re-certified periodically as prescribed by guidance from New York State.

The District will endeavor to provide ongoing training for teachers on how to best use data to inform instruction.

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: 04/30/2013

Last updated: 05/19/2015

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

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

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

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

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

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

	K-5
	6-8
	9-12
	(No response)

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-5	State assessment	3-5 ELA and Math NYS assessments
	6-8	State assessment	6-8 ELA and Math NYS assessments
	9-12	State assessment	Commn Core Algebra and Common Core ELA regents and all applicable regents exams

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	If the State provides growth scores for the above listed principal(s), and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s). For SLOs, principals will receive HEDI points based on the percentage of students meeting or exceeding the district’s minimum rigor expectation for growth of 2 or higher (65 or higher for the regents) on the listed NYS assessments, set by the district using historical baseline data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attachment

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attachment
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attachment

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/1547154-lha0DogRNw/97218013-new%207%203%20HEDI%20Chart.docx>

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked

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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 05/19/2015

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

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	NYS grades 3-5 ELA and Math assessments
	6-8	(d) measures used by district for teacher evaluation	Baldwin developed grade specific ELA and Math assessments
	9-12	(g) % achieving specific level on Regents or alternatives	NYS English Regents

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 K-5 principals, the school-wide proficiency average on grades 3-5 ELA and Math State assessments will be compared to the State-wide proficiency average for those same exams. Proficiency is deemed to be a score of 3 or higher on the State assessment. The 20 point score will be determined based upon the percentage of students in each elementary school building (grades k-5) that score 3's or 4's on the ELA and Math State assessments for grades 3 through 5. The State-wide average percent of students earning 3's and 4's on the assessments will also be determined.</p> <p>The number of HEDI points awarded to the principal is based upon the school's percent difference (positive or negative) from the State-wide percentage of proficiency on the selected exams. A score of 14 would be awarded if the school's proficiency average matched the State's proficiency average. These targets were developed based upon historical data from the district's performance on State assessments and the State-wide average performance on State assessments. For the principal, the school-wide percent proficiency on the ELA and Math State assessments will be averaged together (as done for the teachers), which number will then be compared to the state wide proficiency average for those assessments and used to award a 0-20 HEDI score using the attached Chart 8.1, labeled "Grades K-5."</p> <p>6-8 Principals: Points will be assigned based upon the overall percentage of students in each grade level who received an achievement score of at least passing (65) on the district-developed Math and ELA assessments used for teachers. The average score on the district developed ELA and Math assessments at each grade level 6-8 will be calculated and the three averages will then be combined and averaged to achieve an overall average that will be converted to a final HEDI score using the attached chart.. See attached chart in 8.1, labeled "Grades 6-12" for the District's HEDI formula.</p> <p>For 9-12 Principal: Points will be assigned based on the percent of students who achieve a 65 or better on the New York State English Regents examination. For students enrolled in Common Core courses, the district will offer both the Regents assessments aligned to the 2005 Learning Standards and the Common Core Regents so long as permitted by SED. Where students take both, the higher of the two scores will be used for APPR purposes. When the 2005 Learning Standards Regents are no longer offered, only the Common Core Regents will be used. See attached chart 8.1 Grades 6-12 Principals.</p> <p>For all principals, the district's 20 point charts will be used until a value-added measure is implemented by NYSED.</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>The principal engages in ongoing collection and analysis of data and information on the educational environment and uses it to drive instruction that results in continuous student achievement.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The principal collects and analyzes data and information pertinent to the educational environment and uses it to make related improvements to student achievement.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The principal collects and analyzes data and information pertinent to the educational environment as it relates to student achievement.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The principal makes decisions about whether or not to change the educational environment based on his/her own impressions and beliefs as they relate to student achievement.</p>

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

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into

a single file, and upload that file here.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/1547155-qBFVOWF7fC/8%201%20HEDI%20Chart_revised_358c56V.docx

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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.

(No response)

8.3) Locally Developed Controls

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

No adjustments, controls or special considerations were used in setting targets for local measures.

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.

Not Applicable.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, August 27, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
---	--

Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

All 6 Domains of the Marsall Rubric will be scored. The observed or measured subcomponents within each Domain will be scored on a 1-4 point HEDI scale (H=4; E=3; D=2; I=1), and then averaged, resulting in a 1-4 point HEDI Domain score.

A Principal's score will be based upon school visits and artifacts/evidence. During these visits, it is anticipated that observations of activities such as the following will occur: Day-to-day interactions with staff; teacher classroom observations and/or pre-observation conferences and/or post-observation conferences; faculty meetings; interactions with students and parents; building management including arrival/dismissal; mandatory building safety drills (shelter-in-place, etc.) It is understood that activities observed may vary for unannounced visits.

Elements of each visitation will be aligned with the appropriate Rubric categories with points assigned accordingly. Performance will be monitored and supported through a series of regularly scheduled meetings during the course of the year.

During the regular meetings, principals will present artifacts/evidence to demonstrate and verify progress.

Such artifacts will be part of the Principal's 60 point score.

All evidence, including that garnered during school visits and artifacts presented, will be averaged into a 1-4 point HEDI Domain score. At the end of the school year, the average of the 6 Domain scores will be used to determine the Principal's overall Rubric average score, which will be converted into a 0-60 point score in accordance with the attached Chart.

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/5143/144441-pMADJ4gk6R/APPR 60% conversion chart CS 1-3-13.docx

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

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment , and fostering collaboration among staff and community.
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment , and fostering collaboration among staff and community.
Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment , and fostering collaboration among staff and community.
Ineffective: Overall performance and results do not meet standards.	Unsatisfactory performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment , and fostering collaboration among staff and community.

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

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

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

assets/survey-uploads/5276/144443-Df0w3Xx5v6/PIP - Final to Review Room Jan 8 2013.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process:

A principal may challenge the composite effectiveness score of the annual professional performance review pursuant to section 3012-c of the Education Law.

- a. Appeals shall be limited to those evaluations which have resulted in a final quality rating of Ineffective or Developing.
- b. Within five school days of the receipt of a final composite effectiveness score providing a rating as set forth in Subparagraph (a) above, a principal may appeal the rating to the Superintendent of Schools. In the case of a probationary principal, he/she may choose to appeal the rating to the Superintendent of Schools, or to the Assistant Superintendent for Human Resources or to the Assistant Superintendent for Instruction.
- c. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 - i. the substance of the annual professional performance review;
 - ii. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education law;
 - iii. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
 - iv. the school district's issuance and/or implementation of the terms of the teacher's or principal's improvement plan
- d. Any issue not raised in the written appeal shall be deemed waived.
- e. Within five school days of receipt of the appeal, the Superintendent of Schools shall render a written determination with respect thereto. In the case of a probationary principal who selected an Assistant Superintendent, then that Assistant Superintendent shall render the written determination with respect thereto.
- f. A principal receiving a second Ineffective final quality rating shall have the option to request in writing, within 5 business days of receipt of his/her composite effectiveness score, to have an outside expert review his/her appeal. The outside expert shall be mutually selected by the parties from a list of retired central office administrators provided by Nassau BOCES. If the District is unable to obtain such a list from BOCES, then the District shall share a list of no less than 5 retired central office administrators from which the appealing principal may choose, subject to the expert's availability. The outside expert shall only review a paper submission of the appeal and shall render a written advisory opinion within 15 business days of receipt. The advisory opinion shall be considered by the Superintendent of Schools in rendering his final decision.
- g. The determination of the Superintendent of Schools or his designee as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. However, nothing shall prevent a principal from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020-a. Procedural issues that will be set forth in this Article shall be subject to the grievance machinery of the contract.
- h. The time frames referred to herein may be extended by mutual agreement of the parties. However, the parties shall ensure that all steps of the process and the resolution thereof is timely and expeditious.

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

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

The District will ensure that all Lead Evaluators and Evaluators are properly trained and certified, as necessary, to complete an individual's performance review.

Administrators (Evaluators and Lead Evaluators) are being trained through a variety of turn-key training modules facilitated by Nassau BOCES, the New York State Council of School Superintendents, and state-trained consultants. Training is currently ongoing and will continue as additional training opportunities become available. If changes in administrative staff occur, then training will be arranged for the new staff member(s). All Lead Evaluators shall be trained in the nine elements listed in Section 30 - 2.9 of the Rules of the Board of Regents prior to the completion of end-of-year evaluations. All Evaluators will also receive comparable training. Periodically, the District will facilitate calibration sessions bringing Evaluators together to ensure inter-rater reliability.

Lead Evaluators shall be certified by the Board of Education in accordance with the Regulations. The Superintendent or his designee will maintain records of certification of Evaluators. The District will ensure that Lead Evaluators participate in annual training and will be re-certified periodically as prescribed by guidance from New York State.

The District will endeavor to provide ongoing training for Principals on the selected Rubric.

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 the building principal's performance is being measured.	Checked
---	---------

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: 04/30/2013

Last updated: 06/10/2015

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](#). Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

```
<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1547159-3Uqgn5g9lu/2690599-APPR%20District%20Certification%20Form%20Rev%20Rm%20Jan%209%202013.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/1547159-3Uqgn5g9lu/2690599-APPR%20District%20Certification%20Form%20Rev%20Rm%20Jan%209%202013.pdf</a>
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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.

Task 3.3 HEDI Chart – Grades 4-5

	HEDI Points	School's % difference from State-wide proficiency average	HEDI Score Ranges
Ineffective	0	-23.00%	≤ - 23.00% to -21.01%
	1	-21.00%	-21.00% to -19.01%
	2	-19.00%	-19.00% to -17.01%
Developing	3	-17.00%	-17.00% to -16.01%
	4	-16.00%	-16.00% to -15.01%
	5	-15.00%	-15.00% to -14.01%
	6	-14.00%	-14.00% to -13.01%
	7	-13.00%	-13.00% to -12.01%
	8	-12.00%	-12.00% to -11.01%
Effective	9	-11.00%	-11.00% to -9.01%
	10	-9.00%	-9.00% to -7.01%
	11	-7.00%	-7.00% to -5.01%
	12	-5.00%	-5.00% to -3.01%
	13	-3.00%	-3.00% to -0.01%
	14	0.00%	0.00% to 2.99%
	15	3.00%	3.00% to 4.99%
	16	5.00%	5.00% to 6.99%
	17	7.00%	7.00% to 8.99%
Highly Effective	18	9.00%	9.00% to 10.99%
	19	11.00%	11.00% to 12.99%
	20	13.00%	13.00% to ≥13.01%

Task 3.3/HEDI Chart/Value Added Model

Grades 6-8 and 9-12

	HEDI Points	Percent Proficiency Achieved	HEDI scores and Proficiency Range	
Ineffective	0	0%	0%	to 6%
	1	7%	7%	to 12%
	2	13%	13%	to 19%
Developing	3	20%	20%	to 26%
	4	27%	27%	to 33%
	5	34%	34%	to 39%
	6	40%	40%	to 46%
	7	47%	47%	to 53%
Effective	8	54%	54%	to 59%
	9	60%	60%	to 66%
	10	67%	67%	to 73%
	11	74%	74%	to 79%
	12	80%	80%	to 86%
	13	87%	87%	to 92%
Highly Effective	14	93%	93%	to 96%
	15	100%	97%	to 100%

HEDI CHART/VALUE ADDED
MODEL: GRADES 4 AND 5

	HEDI Points	School's Percent difference from state-wide proficiency average	HEDI score ranges		
Ineffective	0	-89%	-89%	to	-85%
	1	-84%	-84%	to	-80%
	2	-79%	-79%	to	-75%
Developing	3	-74%	-74%	to	-70%
	4	-69%	-69%	to	-65%
	5	-64%	-64%	to	-60%
	6	-59%	-59%	to	-50%
	7	-49%	-49%	to	-41%
Effective	8	-40%	-40%	to	-21%
	9	-20%	-20%	to	-1%
	10	0%	0%	to	19%
	11	20%	20%	to	39%
	12	40%	40%	to	59%
	13	60%	60%	to	79%
Highly Effective	14	80%	80%	to	90%
	15	100%	91%	to	100%

Task 3.13 HEDI Chart

Grades K-3 (and where school-wide measure listed in Task 3.12)

		HEDI Points	School's % difference from State-wide proficiency average	HEDI Score Ranges
Ineffective	0	-23.00%	≤ -23.00% to -21.01%	
	1	-21.00%	-21.00% to -19.01%	
	2	-19.00%	-19.00% to -17.01%	
Developing	3	-17.00%	-17.00% to -16.01%	
	4	-16.00%	-16.00% to -15.01%	
	5	-15.00%	-15.00% to -14.01%	
	6	-14.00%	-14.00% to -13.01%	
	7	-13.00%	-13.00% to -12.01%	
	8	-12.00%	-12.00% to -11.01%	
Effective	9	-11.00%	-11.00% to -9.01%	
	10	-9.00%	-9.00% to -7.01%	
	11	-7.00%	-7.00% to -5.01%	
	12	-5.00%	-5.00% to -3.01%	
	13	-3.00%	-3.00% to -0.01%	
	14	0.00%	0.00% to 2.99%	
	15	3.00%	3.00% to 4.99%	
	16	5.00%	5.00% to 6.99%	
	17	7.00%	7.00% to 8.99%	
Highly Effective	18	9.00%	9.00% to 10.99%	
	19	11.00%	11.00% to 12.99%	
	20	13.00%	13.00% to ≥ 13.01%	

Detailed Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
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 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

BALDWIN UFSD TEACHER IMPROVEMENT PLAN (TIP) FORM

I. TARGETED GOALS: Areas For Improvement

1. _____
2. _____
3. _____

II. EXPECTED OUTCOMES: List of specific expectations related to Targeted Goals identified in Section I.

1. _____
2. _____
3. _____

III. RECOMMENDED ACTIVITIES: List of specific activities related to Targeted Goals identified in Section I.

1. _____
2. _____
3. _____

IV. RECOMMENDED RESOURCES: List of specific materials, individuals, professional development opportunities, etc.

1. _____
2. _____
3. _____
4. _____

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Dates for classroom observations: _____
2. Dates for progress meetings related to each identified targeted goal: _____
3. Dates for progress assessments: _____

TIP Administrator

Date

Teacher

Date

BTA President

Date

Task 8.1 HEDI Chart
Grade K-5 Principals

		HEDI Points	School's % difference from State-wide proficiency average	HEDI Score Ranges
Ineffective	0	-23.00%	≤ -23.00% to -21.01%	
	1	-21.00%	-21.00% to -19.01%	
	2	-19.00%	-19.00% to -17.01%	
Developing	3	-17.00%	-17.00% to -16.01%	
	4	-16.00%	-16.00% to -15.01%	
	5	-15.00%	-15.00% to -14.01%	
	6	-14.00%	-14.00% to -13.01%	
	7	-13.00%	-13.00% to -12.01%	
	8	-12.00%	-12.00% to -11.01%	
Effective	9	-11.00%	-11.00% to -9.01%	
	10	-9.00%	-9.00% to -7.01%	
	11	-7.00%	-7.00% to -5.01%	
	12	-5.00%	-5.00% to -3.01%	
	13	-3.00%	-3.00% to -0.01%	
	14	0.00%	0.00% to 2.99%	
	15	3.00%	3.00% to 4.99%	
	16	5.00%	5.00% to 6.99%	
	17	7.00%	7.00% to 8.99%	
Highly Effective	18	9.00%	9.00% to 10.99%	
	19	11.00%	11.00% to 12.99%	
	20	13.00%	13.00% to ≥13.01%	

HEDI Chart/Value Added Model

Principals Grades 6-8

Principals Grades 9-12

	HEDI Points	Percent Proficiency Achieved	HEDI scores and Proficiency Range	
Ineffective	0	0%	0%	to 6%
	1	7%	7%	to 12%
	2	13%	13%	to 19%
Developing	3	20%	20%	to 26%
	4	27%	27%	to 33%
	5	34%	34%	to 39%
	6	40%	40%	to 46%
	7	47%	47%	to 53%
Effective	8	54%	54%	to 59%
	9	60%	60%	to 66%
	10	67%	67%	to 73%
	11	74%	74%	to 79%
	12	80%	80%	to 86%
	13	87%	87%	to 92%
Highly Effective	14	93%	93%	to 96%
	15	100%	97%	to 100%

HEDI CHART/VALUE ADDED MODEL/PRINCPALS K-5

	HEDI Points	School's Percent difference from state-wide proficiency average	HEDI score ranges		
Ineffective	0	-89%	-89%	to	-85%
	1	-84%	-84%	to	-80%
	2	-79%	-79%	to	-75%
Developing	3	-74%	-74%	to	-70%
	4	-69%	-69%	to	-65%
	5	-64%	-64%	to	-60%
	6	-59%	-59%	to	-50%
	7	-49%	-49%	to	-41%
Effective	8	-40%	-40%	to	-21%
	9	-20%	-20%	to	-1%
	10	0%	0%	to	19%
	11	20%	20%	to	39%
	12	40%	40%	to	59%
	13	60%	60%	to	79%
Highly Effective	14	80%	80%	to	90%
	15	100%	91%	to	100%

Detailed Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
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 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

BALDWIN UFSD PRINCIPAL IMPROVEMENT PLAN (PIP) FORM

I. TARGETED GOALS: Areas For Improvement

1. _____
2. _____
3. _____

II. EXPECTED OUTCOMES: List of specific expectations related to Targeted Goals identified in Section I.

1. _____
2. _____
3. _____

III. RECOMMENDED ACTIVITIES: List of specific activities related to Targeted Goals identified in Section I.

1. _____
2. _____
3. _____

IV. RECOMMENDED RESOURCES: List of specific materials, individuals, professional development opportunities, etc.

1. _____
2. _____
3. _____
4. _____

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Dates for Building Visits: _____
2. Dates for progress meetings related to each identified targeted goal: _____
3. Dates for progress assessments: _____

PIP Administrator

Date

Principal

Date

ABA President

Date

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.

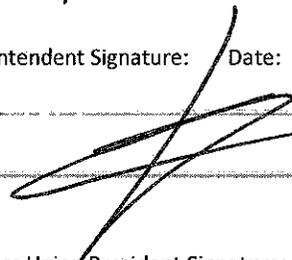
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

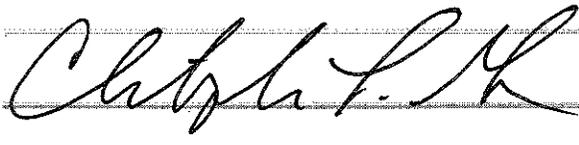
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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:

 1/9/2013

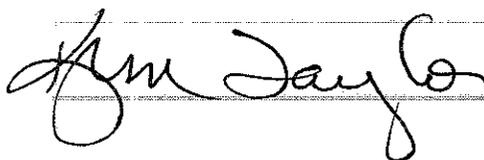
Teachers Union President Signature: Date:

 1/9/13

Administrative Union President Signature: Date:

 1/9/13

Board of Education President Signature: Date:

 1/9/13