



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

November 26, 2013

Revised

Dr. Joseph S. Famularo, Superintendent
Bellmore Union Free School District
580 Winthrop Avenue
Bellmore, NY 11710

Dear Superintendent Famularo:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dr. Thomas L. Rogers

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, October 31, 2013

1

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 : 280207020000

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

280207020000

1.2) School District Name: BELLMORE UFSD

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

Bellmore 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 BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, 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 2012-13 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 Tuesday, April 30, 2013

Updated Thursday, November 14, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment 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.

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Bellmore UFSD-developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Bellmore UFSD-developed 1st grade ELA assessment
2	District, regional, or BOCES-developed assessment	Bellmore UFSD-developed 2nd grade 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.

Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Individual growth targets will be set for each student on a teacher's roster. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher. Because our K-3 teachers are common branch, the points assigned for the ELA and Math SLO's will be weighted proportionally based on the number of students in each SLO to determine the

	comparable growth measures subcomponent points and HEDI rating. Traditional rounding rules will apply with decimal values of .5 or higher being rounded up and decimal values lower than .5 rounded down.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment (for grade 3).

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Bellmore UFSD-developed Kindergarten math assessment
1	District, regional, or BOCES-developed assessment	Bellmore UFSD-developed 1st grade math assessment
2	District, regional, or BOCES-developed assessment	Bellmore UFSD-developed 2nd grade 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.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous individual growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher. Because
---	--

our K-3 teachers are common branch, the points assigned for the ELA and Math SLO's will be weighted proportionally based on the number of students in each SLO to determine the amount of comparable growth measures subcomponent points and HEDI rating. Traditional rounding rules will apply with decimal values of .5 or higher being rounded up and decimal values lower than .5 rounded down.

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

Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment (for grade 3).

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

Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment (for grade 3)

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

Based on the District's goals and priorities, some of the students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment (for grade 3)

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

Based on the District's goals and priorities, few students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment (for grade 3).

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	Bellmore UFSD-developed 6th grade Science assessment
7	Not applicable	not applicable
	Science	Assessment
8	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous individual growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.
---	--

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the area of science as evaluated by district-created science assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the area of science as evaluated by district-created science assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some students meet district target goals in the area of science as evaluated by the district-created science assessment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students meet district target goals in the area of science as evaluated by district-created science assessment.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	not applicable
7	Not applicable	not applicable
8	Not applicable	not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In our sixth grade, teachers are semi-departmentalized. Teachers that provide social studies instruction fall into two categories: 1. Those who teach ELA and will receive a state growth score based on their roster of students and 2. Those who teach sixth grade science to more than 50% of the students on their roster (e.g. 3 sections science, 1 section social studies). Therefore, there are no sixth grade social studies teachers who require a measure for the state growth subcomponent.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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.

	Social Studies Regents Courses	Assessment
Global 1	Not applicable	not applicable

	Social Studies Regents Courses	Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable

Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	not applicable
Grade 10 ELA	Not applicable	not applicable
Grade 11 ELA	Not applicable	not applicable

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, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Bellmore UFSD-developed K-6 Art assessments
General Music	District, Regional or BOCES-developed	Bellmore UFSD-developed K-6 Music Assessments
Library	District, Regional or BOCES-developed	Bellmore UFSD-developed K-6 Library Assessments
Physical Education	District, Regional or BOCES-developed	Bellmore UFSD-developed K-6 Physical Education Assessments
Spanish	District, Regional or BOCES-developed	Bellmore UFSD-developed 1-6 Spanish Assessments
ESL	State Assessment	NYSESLAT
Special Education - self contained	State Assessment	NYSAA
Band	District, Regional or BOCES-developed	Bellmore UFSD-developed Band assessment
Orchestra	District, Regional or BOCES-developed	Bellmore UFSD-developed course specific Orchestra assessment
Reading	District, Regional or BOCES-developed	Bellmore UFSD-developed K-6 ELA assessments
Special Education (K-2) self contained	District, Regional or BOCES-developed	Bellmore UFSD-developed K-2 ELA and Math assessments

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

<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>Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous individual growth targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart below will be utilized to determine the appropriate points and HEDI category for each teacher.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Based on the District's goals and priorities, a large majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, spanish, ESL, , ELA, mathematics, reading, band, orchestra, special education)as evaluated by assessments in each area.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Based on the District's goals and priorities, a majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, spanish, ESL,, ELA, mathematics, reading, band, orchestra)as evaluated by assessments in each area.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Based on the District's goals and priorities, some of the students meet district target goals in the specified area (i.e. art, music, library, physical education, spanish, ESL, ELA, mathematics, reading, band, orchestra)as evaluated by assessments in each area.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Based on the District's goals and priorities, few students meet district target goals in the specified area (i.e. art, music, library, physical education, spanish, ESL, ELA, mathematics, reading, band, orchestra)as evaluated by assessments in each area.</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.

assets/survey-uploads/5364/124328-TXEttx9bQW/SLO comparable growth State teachers.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.

not applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, November 14, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Please see charts below and note that our grades 4-5 teachers are common branch and will have a local assessment subcomponent that combines ELA and math scores. Our grade 6 teachers are departmentalized and will have a local assessment score for the area that they teach (ELA or math). Students will be administered the MAP in the fall and the spring. NWEA-produced RIT scores will be recorded after both administrations with the individual target for each student set as a positive change in the RIT score. For each teacher, a percentage of the number of students demonstrating growth from fall to spring will be computed by the building principal. Using the chart below, points will be assigned based on the percentage of students demonstrating growth from fall to spring administrations of the MAP assessments.</p> <ul style="list-style-type: none"> • For classroom teachers in grades 4-5 and Co-teachers (CTIM) Teachers grades 4-6, the local assessment points will be arrived at by adding together the number of points awarded for the percentage of students making growth in ELA and the points awarded for the percentage of students making growth in mathematics. Each score has a maximum value of 10 points, resulting in a maximum 20 local assessment points. If a value added model is adopted, the 15 point chart will be used and points earned for ELA and math will be added together and divided by two to arrive at the local assessment score. Traditional rounding rules will apply with decimal values of .5 or higher being rounded up and decimal values lower than .5 rounded down. • For classroom teachers of ELA or Mathematics in grade 6, the local assessment points will be the points awarded for the percentage of students making growth in either ELA or mathematics. Each has a total possible point total of 20. If a value added model is adopted, the 15 point chart will be used.
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of language arts as evaluated by the results of the MAP assessments by NWEA.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of language arts as evaluated by the results of the MAP assessments by NWEA.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on the District's goals and priorities, some students will demonstrate growth in the area of language arts as evaluated by the results of the MAP assessments by NWEA.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on the District's goals and priorities, few students will demonstrate growth in the area of language arts as evaluated by the results of the MAP assessments by NWEA.</p>

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

Please see charts below and note that our grades 4-5 teachers are common branch and will have a local assessment subcomponent that combines ELA and math scores. Our grade 6 teachers are departmentalized and will have a local assessment score for the area that they teach (ELA or math). Students will be administered the MAP in the fall and the spring. NWEA-produced RIT scores will be recorded after both administrations with the individual target for each student set as an increase in the RIT score. For each teacher, a percentage of the number of students demonstrating growth from fall to spring will be computed by the building principal. Using the charts below, points will be assigned based on the percentage of students demonstrating growth from fall to spring administrations of the MAP assessments.

- For classroom teachers in grades 4-5 and Co-teachers (CTIM) Teachers grades 4-6, the local assessment points will be arrived at by adding together the number of points awarded for the percentage of students making growth in ELA and the number of points awarded for the percentage of students making growth in mathematics. Each score has a maximum value of 10 points, resulting in a maximum 20 local assessment points. If a value added model is adopted, the 15 point chart will be used and points earned for ELA and math will be added together and divided by two to arrive at the local assessment score. Traditional rounding rules will apply with decimal values of .5 or higher being rounded up and decimal values lower than .5 rounded down.
- For classroom teachers of ELA or Mathematics in grade 6, the local assessment points will be the points awarded for the percentage of students making growth in either ELA or mathematics. Each has a total possible point total of 20. If a Value Added Model is adopted, the 15 point chart will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of math as evaluated by the results of the MAP assessments by NWEA.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of math as evaluated by the results of the MAP assessments by NWEA.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of math as evaluated by the results of the MAP assessments by NWEA.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of math as evaluated by the results of the MAP assessments by NWEA.

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/550564-rhJdBgDruP/Local Assessment Chart 4 6 October 4 2013.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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary grades) and Measures of Academic Progress (ELA)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Please note that our K-3 teachers are Common Branch and will receive a local assessment subcomponent that combines ELA and math scores. Students will be administered the MAP in the fall and the spring. NWEA-produced RIT scores will be recorded after both administrations with the individual target for each student set as an increase in the RIT score. For each teacher, a percentage of the number of students demonstrating growth from fall to spring will be computed by the building principal. Using the chart below, points will be assigned based on the percentage of students demonstrating growth from fall to spring administrations of the MAP assessments. Please see the charts below.

The local assessment score will be arrived at by adding together the points awarded for the percentage of students making growth in ELA and the percentage of students making growth in

	Math. Each score has a maximum value of 10 points, resulting in a maximum 20 local assessment points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of language arts as evaluated by the results of the MAP and MAP for Primary assessments by NWEA.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of language arts as evaluated by the results of the MAP and MAP for Primary assessments by NWEA.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of language arts as evaluated by the results of the MAP and MAP for Primary assessments by NWEA.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of language arts as evaluated by the results of the MAP and MAP for Primary assessments by NWEA.

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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary grades) and Measures of Academic Progress (Math)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please note that our K-3 teachers are Common Branch and will receive a local assessment subcomponent that combines ELA and math scores. Students will be administered the MAP in the fall and the spring. NWEA-produced RIT scores will be recorded after both administrations with the individual target for each student set as an increase in the RIT score. For each teacher, a percentage of the number of students demonstrating growth from fall to spring will be computed by the building principal. Using the chart below, points will be assigned based on the percentage of students demonstrating growth from fall to spring administrations of the MAP assessments. Please see the charts below.
---	--

	The local assessment score will be arrived at by adding together the points awarded for the percentage of students making growth in ELA, and the percentage of students making growth in math. Each score has a maximum value of 10 points, resulting in a maximum 20 local assessment points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students will demonstrate growth in the area of math as evaluated by the results of the MAP and MAP for Primary assessments by NWEA.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students will demonstrate growth in the area of math as evaluated by the results of the MAP and MAP for Primary assessments by NWEA.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students will demonstrate growth in the area of math as evaluated by the results of the MAP and MAP for Primary assessments by NWEA.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students will demonstrate growth in the area of math as evaluated by the results of the MAP and MAP for Primary assessments by NWEA.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	New York State Grades 5 & 6 ELA Assessment
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A school-wide percentage of students demonstrating proficiency (scoring Level 3 or Level 4) on the NYS ELA assessments will be computed by the building principal and compared to the NYS percentage of students scoring Level 3 and Level 4 for Grades 5 and 6. Points will be earned as per the chart below based on how the school-wide average compares to the NYS average.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, the school-wide results on the NYS ELA assessments will be well above the State average.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, the school-wide results on the NYS ELA assessments will be above the State average.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, the school-wide results on the NYS ELA assessments will be at or near the State average.

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

Based on the District's goals and priorities, the school-wide results on the NYS ELA assessments will be below the State average.

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	Not applicable	Not applicable
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Although the district provides instruction in grade 6 social studies, the teachers who provide this instruction are all covered by the local assessment for sixth grade ELA and/or Science teachers
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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	Not applicable	Not applicable

Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Not applicable
---	----------------

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both 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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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	Not applicable	Not applicable
Grade 10 ELA	Not applicable	Not applicable
Grade 11 ELA	Not applicable	Not applicable

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, the Common Core English Regents, or both 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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Grades 3-6 Special Education Teachers	4) State-approved 3rd party	Measures of Academic Progress (ELA) and Measures of Academic Progress (Math)
Grades K-2 Special Education Teachers	4) State-approved 3rd party	Measures of Academic Progress for Primary Grades, Measures of Academic Progress (ELA and Math)
Grades 3-6 Reading Teachers, Grades 3-6 ESL Teachers	4) State-approved 3rd party	Measures of Academic Progress (ELA)

Grades 3-6 Art, Music, Physical Education, Library, Spanish	6(ii) School wide measure computed locally	New York State Grades 3-6 ELA Assessments
K-2 Art, Music, Physical Education, Library, Spanish	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA) and Measures of Academic Progress (Primary grades)
8:1:1 Special Education Teachers	7) Student Learning Objectives	Bellmore UFSD created 8:1:1 literacy assessment
Grades K-2 Reading Teachers, Grades K-2 ESL Teachers	4) State-approved 3rd party	Measures of Academic Progress for Primary (ELA) and Measures of Academic Progress (ELA)

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.

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.

Students will be administered the MAP in the fall and the spring. NWEA-produced RIT scores will be recorded after both administrations with the individual target for each student set as an increase in the RIT score. For each teacher, a percentage of the number of students demonstrating growth from fall to spring will be computed by the building principal. Using the charts below, points will be assigned based on the percentage of students demonstrating growth from fall to spring administrations of the MAP assessments. Traditional rounding rules will apply, meaning that decimals greater than or equal to .5 will be rounded up to the next whole number and decimals less than .5 will be rounded down. Please refer to the charts below. The district will use the charts to compute the locally selected measure subcomponent score for our classroom ,special education (excluding 8:1:1 teachers), reading, ESL and special area teachers (K-2). These charts are applicable for all instances where teachers either 1) have the same number of students receiving ELA and math instruction from them or 2) only provide ELA or math instruction. For Special Education Teachers Supporting ELA and Mathematics, the local assessment score will be arrived at by adding together the points awarded for the percentage of students making growth in ELA and the percentage of students making growth in Math. Each score has a maximum value of 10 points, resulting in a maximum 20 local assessment points.

- For Special Education teachers of ELA only, ESL and Reading Teachers, the local assessment score will be the points awarded for the percentage of students making growth in ELA. For Special Education Teachers of mathematics only, the local assessment score will be the points awarded for the percentage of students making growth in mathematics.
- For Special Area teachers (Art, Music, Physical Education, Library, FLES) in schools with grades 3-6, and 6th grade teachers of Science and Social Studies only, the local assessment will be a school-wide achievement result of a locally computed measure based on the NYS ELA assessment. A school-wide percentage of students demonstrating proficiency

(scoring level 3 or level 4) on the NYS ELA assessments will be computed and compared to the NYS percentage of students demonstrating proficiency. Points will be awarded based on the chart below and how the school-wide average compares to the NYS average.

- For Special Area teachers (Art, Music, Physical Education, Library, FLES) in schools with grades K-2, the local assessment will be a school-wide achievement result of a locally computed measure based on the results of the spring administration of the MAP (ELA) and MAP for Primary (ELA). As per the chart attached, the achievement target is the percentage of students scoring at least one standard deviation below the NWEA-established mean on the spring assessment of the MAP (ELA) and MAP for Primary (ELA).

- 8:1:1 Teachers and their building principals will collaboratively develop a Local SLO based on their student rosters using available background and baseline data. Appropriate and rigorous individual growth targets will be set for each SLO and approved by the building principal. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the chart attached will be utilized to determine the appropriate points and HEDI category for each teacher. In the instances if a teacher provides ELA and math instruction to differing amounts of students, the scores will be weighted proportionally to arrive at a single subcomponent HEDI score and category.

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

Based on the District's goals and priorities, a large majority of students will demonstrate growth and/or demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers

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

Based on the District's goals and priorities, a majority of students will demonstrate growth and/or demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers

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

Based on the District's goals and priorities, some students will demonstrate growth and/or demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers

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

Based on the District's goals and priorities, few students will demonstrate growth and/or demonstrate achievement at targeted levels as evaluated by the assessments specified for each group of teachers

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.

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.

For K-2 Art, Music, Physical Education, Library, and Spanish teachers, special consideration in setting targets for local measures will be used for Students with Disabilities and English Language Learners. An analysis of these two subgroups' performance on the past few years of State assessments has revealed levels which are significantly below the levels of non-disabled and non-ELL peers. It is a priority of our District to improve the performance of these two groups of students. The targets are set at different levels to account for the present level of their performance.

3.15) Teachers with More Than One Locally Selected Measure

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

For classroom teachers in grades 4-5 and Co-teachers (CTIM) Teachers grades 4-6, the local assessment points will be arrived by adding together the number of points awarded for the percentage of students making growth in ELA and the points awarded for the percentage of students making growth in mathematics. Each score has a maximum value of 10 points, resulting in a maximum 20 local assessment points. If a value added model is adopted, the 15 point chart will be used. Points earned for ELA and math will be added together and divided by two to arrive at the local assessment score. Traditional rounding rules will apply with decimal values of .5 or higher being rounded up and decimal values lower than .5 rounded down.

For teachers not covered by a State-growth score who have multiple locally selected measures, namely, classroom teachers of grades K-3 and Special Education Teachers Supporting ELA and Mathematics, the local assessment score will be arrived at by adding together the points awarded for the percentage of students making growth in ELA and the points awarded for the percentage of students making growth in Math. Each score has a maximum value of 10 points, resulting in a maximum 20 local assessment points.

In the instances if a teacher provides ELA and math instruction to differing amounts of students, the scores will be weighted proportionally based on the number of students covered by each measure to arrive at a single subcomponent HEDI score and category.

3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, October 31, 2013

Page 1

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.)

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

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	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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.

- 60 points (60% of the total 100 points) will be based on multiple observations and collection of evidence utilizing the Framework for Teaching Rubric created by Charlotte Danielson (2011 revised edition). These observations will occur throughout the year. At least one of the visits will be unannounced. Forty of the 60 points will be based on multiple observations and will result in the ratings for Domain 2: The Classroom Environment and Domain 3: Instruction. Twenty of the 60 points will be based on observations, pre and post observation conferences, and/or a structured review of student portfolios, teacher lesson plans and/or other teacher artifacts and

will assess Domains 1 and 4.

Evaluators will be scoring the rubric in a holistic manner based on ratings and evidence collected across the school year based on multiple observations. Points awarded within a rating category are determined based on the evaluator's discretion.

Points awarded for each domain will be added together to result in a final score from 0-60. Traditional rounding rules will apply however, rounding will not result in a teacher moving from one scoring band to the next.

• As soon as a supervisor has concerns about a teacher consistently performing below the effective range in any domain, direct feedback will be given. The assignment of points and determination of HEDI ratings will then be based on the table below:

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/5091/125608-eka9yMJ855/60 point chart.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.	Based on the District's goals and priorities, the teacher exceeds the level of performance expected as assessed by the Danielson (2011) rubric
Effective: Overall performance and results meet NYS Teaching Standards.	Based on the District's goals and priorities, the teacher meets the level of performance expected as assessed by the Danielson (2011) rubric
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based on the District's goals and priorities, the teacher needs improvement in order to meet the level of performance expected as assessed by the Danielson (2011) rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based on the District's goals and priorities, the teacher does not meet the level of performance expected as assessed by the Danielson (2011) rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	34-56
Ineffective	0-33

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	6
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 2013

Page 1

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	34-56
Ineffective	0-33

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 21, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/5265/125611-Df0w3Xx5v6/Teacher Improvement Plan revised 080812.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual professional performance reviews shall be limited to those reviews in which a teacher received a rating of "ineffective" or "developing" only. All such appeals shall be submitted to the Superintendent in writing within 15 work days of the

start of classes for the teacher's school year following the issuance of the composite score. Appeals of the issuance of a teacher improvement plan shall be submitted within 15 work days of the issuance of the plan. Appeals of the implementation of a teacher improvement plan shall be submitted within 15 work days of the date when each specified portion of the teacher improvement plan was to be implemented. The teacher who is appealing shall also send a copy of the appeal to the supervisor who issued the performance review or teacher improvement plan, if not the Superintendent. Failure to submit the appeal with the 15 work days shall constitute a waiver of the right to appeal and the appeal shall be deemed abandoned. Only one such appeal each school year may be requested by the teacher relating to their annual professional performance review rating or the issuance of a teacher improvement plan. Only one such appeal each school year may be requested by the teacher relating to the implementation of each specified portion of a teacher improvement plan. Any ground not asserted in the appeal shall be deemed waived.

Appeals under Education Law §3012-c are limited to the following subjects:

- (1) Adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) Adherence to the Commissioner's regulations, as applicable to annual professional performance reviews
- (3) Compliance with the District's Annual Professional Performance Review Plan and
- (4) The issuance and/or implementation of a teacher improvement plan under Education Law §3012-c.

The teacher must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the appeal shall not be considered.

Within 15 calendar days of receipt of an appeal, the district employee who issued the performance review, or was responsible for either the issuance and/or implementation of the terms of the teacher improvement plan must submit a detailed written response to the appeal to the Superintendent. The teacher initiating the appeal shall receive a copy of this response.

The Superintendent shall issue his/her decision, in writing, within 30 calendar days from the date the appeal was commenced. The decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law §3012-c. A copy of the decision shall be provided to the teacher and to the district employee responsible for issuing the annual professional performance review or issuing and/or implementing the teacher improvement plan.

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/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Nassau BOCES. Turn-key training will be provided for lead evaluators at a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards;
 - Evidence-based observation;
 - Application and use of Student Growth Percentile and Value Added Growth Model data;
 - Application and use of the State-approved teacher or principal practice rubrics;
 - Application and use of any assessment tools used to evaluate teachers and principals;
 - Application and use of State-approved locally selected measures of student achievement;
 - Use of Statewide Instructional Reporting System;
 - Scoring methodology used to evaluate teachers and principals; and
 - Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.
- The District will work with the Nassau BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

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	Checked
---	---------

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.	
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Thursday, November 14, 2013

Page 1

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

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

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

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):

3-4
5-6
(No response)

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	District, regional, or BOCES-developed	Bellmore UFSD developed First Grade ELA and mathematics Assessments and Bellmore UFSD developed Second Grade ELA and mathematics Assessments

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.	The building principals will develop SLOs using available background and baseline data. Appropriate and rigorous individual student growth targets will be set for each SLO and approved by the Assistant Superintendent for Instructional Services . After the specified assessments are administered and scored, the percentage of students who met the differentiated targets (based on each SLO) will be determined. After this percentage is determined, the chart below will be utilized to determine the appropriate number of points for each SLO. The points for each SLO will then be weighted proportionally based on the number of students in each SLO to arrive at the Comparable Growth Measures subcomponent score and HEDI rating.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students in the school meet district target goals in the areas of English Language Arts and mathematics as evaluated by District-created ELA and mathematics assessments.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students in the school meet district target goals in the areas of English Language Arts and mathematics as evaluated by District-created ELA and mathematics assessments.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some students in the school meet district target goals in the areas of English Language Arts and mathematics as evaluated by District-created ELA and mathematics assessments.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students in the school meet district target goals in the areas of English Arts and mathematics as evaluated by District-created ELA and mathematics assessments.

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

assets/survey-uploads/12156/550568-lha0DogRNw/K 2 principals local chart 1114.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.

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, November 04, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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).

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
3-4	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA) and Measures of Academic Progress (Math)
5-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA) and Measures of Academic Progress (Math)

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>See chart attached: Students will be administered the MAP in the fall and the spring. NWEA-produced RIT scores will be recorded after both administrations with the individual target for each student set as an increase in the RIT score from the fall administration. The RIT score from the fall administration will provide the baseline data for each student. For each principal, a percentage of the number of students demonstrating growth from fall to spring will be computed by the Assistant Superintendent for Instructional Services. Using the charts below, points will be assigned based on the percentage of students demonstrating growth from fall to spring administrations of the MAP assessments. For building principals of schools containing grades 3-6, the local assessment score will be arrived at by adding the points awarded for the percentage of students making growth in ELA and the points awarded for the percentage of students making growth in mathematics. Each has a total possible value of 10 points, resulting in a maximum total score of 20 points. If a Value Added Model is adopted, the 15 point chart will be used and the points earned for ELA and mathematics will be added together and the sum will be divided</p>
--	---

by two to arrive at the local assessment score. Traditional rounding rules will apply meaning that decimals of .5 or higher will be rounded up and decimals lower than .5 will be rounded down.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Based on the District's goals and priorities, a large majority of students in the school will demonstrate growth in the area of language arts and mathematics as evaluated by the results of the MAP assessments by NWEA.

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

Based on the District's goals and priorities, a majority of students in the school will demonstrate growth in the area of language arts and mathematics as evaluated by the results of the MAP assessments by NWEA.

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

Based on the District's goals and priorities, some students in the school will demonstrate growth in the area of language arts and mathematics as evaluated by the results of the MAP assessments by NWEA.

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

Based on the District's goals and priorities, few students in the school will demonstrate growth in the area of language arts and mathematics as evaluated by the results of the MAP assessments by NWEA.

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.

assets/survey-uploads/12190/550569-qBFVOWF7fC/principals local assessment revised APPR 100413.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.

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary grades)

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>See chart below: Students will be administered the MAP in the fall and the spring. NWEA-produced RIT scores will be recorded after both administrations with the individual target for each student set as an increase in the RIT score from the fall administration. The RIT score from the fall administration will provide the baseline data. For each principal, a percentage of the number of students demonstrating growth from fall to spring will be computed by the Assistant Superintendent for Instructional Services. Using the charts below, points will be assigned based on the percentage of students demonstrating growth from fall to spring administrations of the MAP assessments. For building principals of schools containing grades K-2, points will be assigned by adding together the number of points awarded for the percentage of students making growth in ELA and the percentage of students making growth in Math. Each has a maximum value of 10 points, resulting in a total possible value of 20 points.</p>
--	--

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a large majority of students in the school will demonstrate growth in the area of language arts and mathematics as evaluated by the results of the MAP for Primary Grades assessments by NWEA.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, a majority of students in the school will demonstrate growth in the area of language arts and mathematics as evaluated by the results of the MAP for Primary Grades assessments by NWEA.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, some students in the school will demonstrate growth in the area of language arts and mathematics as evaluated by the results of the MAP for Primary Grades assessments by NWEA.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, few students in the school will demonstrate growth in the area of language arts and mathematics as evaluated by the results of the MAP for Primary Grades assessments by NWEA.

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

(No response)

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

assets/survey-uploads/12190/550569-T8MIGWUVm1/principals local assessment revised APPR 100413.docx

8.3) 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.

not applicable

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.

See chart attached: For building principals of schools containing grades 3-6, the local assessment score will be arrived at by adding the points awarded for the percentage of students making growth in ELA and the points awarded for the percentage of students making growth in mathematics. Each will have a maximum value of 10 points, resulting in a total maximum point value of 20 points. Converted HEDI scores will be combined equally. If a Value Added Model is adopted, the points earned for ELA and mathematics (from the 15 point chart) will be added together and the sum will be divided by two to arrive at the local assessment score. Traditional rounding rules will apply meaning that decimals of .5 or higher will be rounded up and decimals lower than .5 will be rounded down. See chart attached. For building principals of schools containing grades K-2, points will be assigned by adding together the number of points awarded for the percentage of students making growth in ELA and the points awarded for the percentage of students making growth in Math. Each will have a maximum value of 10 points, resulting in a total maximum point total of 20 points. Converted HEDI scores will be combined equally.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Sunday, October 20, 2013

Page 1

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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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 downloadable copy of Form 9.2. (MS Word)

(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)
NYC School Survey-2012 Teacher 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.

The Superintendent will make multiple visits to the principal's school and will collect evidence on the rubric domains throughout the year. Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating and point value shall then be determined for each domain and then added together to achieve an overall score based on the rubric. Points will be assigned according to the chart below. The final composite score and subcomponents will be rounded to a whole number using traditional rounding rules (values of .5 or above rounded up and values lower than .5 rounded down) and will not result in a principal moving from one scoring band to the next.

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/5143/125617-pMADJ4gk6R/Principal Other 60 Points Rubric.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.	Based on the District's goals and priorities, the principals' overall performance and results exceeds the level of performance expected as assessed by the LCI Multidimensional rubric
Effective: Overall performance and results meet standards.	Based on the District's goals and priorities, the principals' overall performance and results meets the level of performance expected as assessed by the LCI Multidimensional rubric

Developing: Overall performance and results need improvement in order to meet standards.	Based on the District's goals and priorities, the principals' overall performance and results needs improvement in order to meet the level of performance expected as assessed by the LCI Multidimensional rubric
Ineffective: Overall performance and results do not meet standards.	Based on the District's goals and priorities, the principals' overall performance and results does not meet the level of performance expected as assessed by the LCI Multidimensional rubric

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	34-56
Ineffective	0-33

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 2013

Page 1

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	34-56
Ineffective	0-33

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, August 21, 2013

Page 1

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/5276/125619-Df0w3Xx5v6/Principal Improvement Plan Form revised 080812.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual professional performance reviews shall be limited to those reviews in which a principal received a rating of “ineffective” or “developing” only. All such appeals shall be submitted to the Superintendent in writing within 15 work days from the start of classes for the principal’s school year following the issuance of the composite score. Appeals of the issuance of a principal improvement plan shall be submitted within 15 work days of the issuance of the plan. Appeals of the implementation of a principal improvement plan shall be submitted within 15 work days of the date when each specified portion of the principal improvement plan was to be implemented. The principal who is appealing shall also send a copy of the appeal to the supervisor who issued the performance review or principal improvement plan, if not the Superintendent. Failure to submit the appeal with the 15 work days shall constitute a waiver of the right to appeal and the appeal shall be deemed abandoned. Only one such appeal each school year may be requested by the principal relating to their annual professional performance review rating or the issuance of a principal improvement plan. Only one such appeal each school year may be requested by the principal relating to the implementation of each specified portion of a principal improvement plan. Any ground not asserted in the appeal shall be deemed waived.

Appeals under Education Law §3012-c are limited to the following subjects:

- (1) Adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) Adherence to the Commissioner’s regulations, as applicable to annual professional performance reviews
- (3) Compliance with the District’s Annual Professional Performance Review Plan and
- (4) The issuance and/or implementation of a principal improvement plan under Education Law §3012-c.

The principal must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the appeal shall not be considered.

The Superintendent shall issue his/her decision, in writing, within 30 calendar days from the date the appeal was commenced. The decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law §3012-c. A copy of the decision shall be provided to the principal and to the district employee responsible for issuing the annual professional performance review or issuing and/or implementing the principal improvement plan, if not the Superintendent

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/evaluators are properly trained and certified to complete an individual’s APPR. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department (“SED”) model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Nassau BOCES. Turn-key training will be provided for lead evaluators of a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards;
 - Evidence-based observation;
 - Application and use of Student Growth Percentile and Value Added Growth Model data;
 - Application and use of the State-approved teacher or principal practice rubrics;
 - Application and use of any assessment tools used to evaluate teachers and principals;
 - Application and use of State-approved locally selected measures of student achievement;
 - Use of Statewide Instructional Reporting System;
 - Scoring methodology used to evaluate teachers and principals; and
 - Specific considerations in evaluating teachers and principals of English language learners (“ELLS”) and students with disabilities.
- The District will work with the Nassau BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

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	Checked
---	---------

school day of the school year for which the principal is being measured.	
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 Tuesday, April 30, 2013

Updated Wednesday, November 20, 2013

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.

[assets/survey-uploads/12158/550573-3Uqgn5g9Iu/APPR District Certification Form 11 20 13.pdf](assets/survey-uploads/12158/550573-3Uqgn5g9Iu/APPR%20District%20Certification%20Form%2011%2020%2013.pdf)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

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

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

Teachers - Student Learning Objectives as Comparable Growth Measure

Percentage of students meeting Target	HEDI Points
98-100	20
96-97.99	19
92-95.99	18
88-91.99	17
84-87.99	16
80-83.99	15
76-79.99	14
72-75.99	13
68-71.99	12
64-67.99	11
60-63.99	10
56-59.99	9
49.78-55.99	8
43.56-49.77	7
37.33-43.55	6
31.11-37.32	5
24.89-31.10	4
18.67-24.88	3
12.44-18.66	2
6.22-12.43	1
0-6.21	0

Classroom Teachers Grades K-5, CTIM Teachers Grades K-6,

Local Assessment: Percentage of students making growth fall to spring – ELA or Mathematics on NWEA MAP assessments

	Classroom Teachers in Grades K-5, Special Education Teachers supporting ELA and mathematics, CTIM Teachers Grades K-6	Classroom Teachers in Grades K-5, Special Education Teachers supporting ELA and mathematics, CTIM Teachers Grades K-6
Percentage	Points - ELA	Points - Math
91-100%	10	10
81-90%	9	9
71-80%	8	8
61-70%	7	7
51-60%	6	6
41-50%	5	5
31-40%	4	4
21-30%	3	3
11-20%	2	2
5-10%	1	1
0-4%	0	0

Classroom Teachers of ELA or Mathematics in Grade 6, Special Education Teachers ELA or Mathematics only, Reading Teachers, ESL Teachers

Local Assessment: Percentage of students making growth fall to spring – ELA or Mathematics

	Grade 6 ELA Teachers, Reading Teachers Special Education Teachers (ELA only), ESL Teachers	Grade 6 Math Teachers, Special Education Teachers (math only)
Percentage	Points - ELA	Points - Math
96-100%	20	20
91-95%	19	19
86-90%	18	18
81-85%	17	17
76-80%	16	16
71-75%	15	15
66-70%	14	14
61-65%	13	13
56-60%	12	12
51-55%	11	11
46-50%	10	10
41-45%	9	9
36-40%	8	8
31-35%	7	7
26-30%	6	6
21-25%	5	5
16-20%	4	4
11-15%	3	3
8-10%	2	2
5-7%	1	1
0-4%	0	0

Charts to be used if a Value Added Model becomes Available

Local Assessment: Percentage of students making growth fall to spring on NWEA MAP Assessments – ELA and Mathematics

	Classroom Teachers in Grades 4-5, Special Education Teachers supporting ELA and mathematics in Grades 4-6, CTIM Teachers Grades 4-6	Classroom Teachers in Grades 4-5, Special Education Teachers supporting ELA and mathematics in Grades 4-6, CTIM Teachers Grades 4-6
Percentage	Points - ELA	Points - Math
94-100%	15	15
87-93%	14	14
80-86%	13	13
73-79%	12	12
66-72%	11	11
59-65%	10	10
52-58%	9	9
45-51%	8	8
38-44%	7	7
31-37%	6	6
24-30%	5	5
17-23%	4	4
10-16%	3	3
5-9%	2	2
2-4%	1	1
0-1%	0	0

NOTE: If a Value Added Model is adopted, the points earned for ELA and mathematics will be added together and the sum will be divided by two to arrive at the local assessment score. If the result is not a whole number, traditional rounding rules will apply.

Local Assessment: Percentage of students making growth fall to spring on NWEA MAP Assessments – ELA or Mathematics

– Grade 6 Teachers of ELA or Mathematics, Special Education Teachers Grades 4-6 (ELA or mathematics, only)

Percentage	Points
94-100%	15
87-93%	14
80-86%	13
73-79%	12
66-72%	11
59-65%	10
52-58%	9
45-51%	8
38-44%	7
31-37%	6
24-30%	5
17-23%	4
10-16%	3
5-9%	2
2-4%	1
0-1%	0

Classroom Teachers Grades K-5, CTIM Teachers Grades K-6, ESL Teachers,
 Local Assessment: Percentage of students making growth fall to spring – ELA or Mathematics

	Classroom Teachers in Grades K-5, ESL Teachers, Special Education Teachers supporting ELA and mathematics, CTIM Teachers Grades K-6	Classroom Teachers in Grades K-5, ESL Teachers, Special Education Teachers supporting ELA and mathematics, CTIM Teachers Grades K-6
Percentage	Points - ELA	Points - Math
91-100%	10	10
81-90%	9	9
71-80%	8	8
61-70%	7	7
51-60%	6	6
41-50%	5	5
31-40%	4	4
21-30%	3	3
11-20%	2	2
5-10%	1	1
0-4%	0	0

Special Education Teachers ELA or Mathematics only, Reading Teachers
 Local Assessment Percentage of students making growth fall to spring – ELA or Mathematics

	Grade 6 ELA Teachers, Reading Teachers Special Education Teachers (ELA only)	Grade 6 Math Teachers, Special Education Teachers (math only)
Percentage	Points - ELA	Points - Math
96-100%	20	20
91-95%	19	19
86-90%	18	18
81-85%	17	17
76-80%	16	16
71-75%	15	15
66-70%	14	14
61-65%	13	13
56-60%	12	12
51-55%	11	11
46-50%	10	10
41-45%	9	9
36-40%	8	8
31-35%	7	7
26-30%	6	6
21-25%	5	5
16-20%	4	4
11-15%	3	3
8-10%	2	2
5-7%	1	1
0-4%	0	0

8:1:1 Special Education Teachers SLO for Local Assessment Assignment of HEDI Points

Percentage of students meeting Target	HEDI Points
98-100	20
96-97.99	19
92-95.99	18
88-91.99	17
84-87.99	16
80-83.99	15
76-79.99	14
72-75.99	13
68-71.99	12
64-67.99	11
60-63.99	10
56-59.99	9
49.78-55.99	8
43.56-49.77	7
37.33-43.55	6
31.11-37.32	5
24.89-31.10	4
18.67-24.88	3
12.44-18.66	2
6.22-12.43	1
0-6.21	0

Special Area teachers (Art, Music, Physical Education, Library, FLES) in schools with grades 3-6, and 6th grade teachers of Science and Social Studies only, Local Assessment Point Allocation using School-Wide Achievement Goal

Number of Percentage Points Above State Average	Local Assessment Points
15	20
14	19
13	18
12	17
11	16
10	15
9	14
8	13
7	12
6	11
5	10
4	9
3	8
2	7
1	6
0	5
-1	4
-2	3
-3	2
-4	1
-5	0

For Special Area teachers (Art, Music, Physical Education, Library, FLES) in schools with grades K-2 Local Assessment - Percentage of Students Meeting Target

Percentage Range	Points
98-100%	20
95-97%	19
90-94%	18
85-89%	17
80-84%	16
75-79%	15
70-74%	14
65-69%	13
60-64%	12
55-59%	11
50-54%	10
45-49%	9
40-44%	8
35-39%	7
30-34%	6
25-29%	5
18-24%	4
11-17%	3
8-10%	2
5-7%	1
0-4%	0

*target is 1 standard deviation below mean for typically developing students and 1.5 standard deviations below mean for students with disabilities and English Language Learners

Danielson (2011) Rubric Point Distribution

Domain	Components	Total Points	Ineffective	Developing	Effective	Highly Effective
1	6	10	0-5.5	6-8.5	9-9.5	10
2	5	20	0-10.5	11-18.5	19-19.5	20
3	5	20	0-10.5	11-18.5	19-19.5	20
4	6	10	0-5.5	6-8.5	9-9.5	10

Teacher Improvement Plan

Name of Teacher: _____

School Building: _____

Name of Supervisor: _____

Name of Mentor: _____

Areas in Need of Improvement:

Improvement Goal/Outcome:

Method(s) for Assessing Improvement:

Timeline for Achieving Improvement:

Differentiated Activities to Support Improvement:

Frequency and Duration of Mentor/Teacher Meetings:

Dates of Meetings between Supervisor, Teacher and BFO representative:

Local Assessment Chart for Building Principals of K-2, 3-4 and 5-6 grade schools

Percentage of Students Making Growth Fall to Spring ELA or Math

Percentage	Points - ELA	Points - Math
91-100%	10	10
81-90%	9	9
71-80%	8	8
61-70%	7	7
51-60%	6	6
41-50%	5	5
31-40%	4	4
21-30%	3	3
11-20%	2	2
5-10%	1	1
0-4%	0	0

Table 9: Local Assessment Chart for Building Principals of K-2, 3-4 and 5-6 grade schools

Percentage of Students Making Growth Fall to Spring ELA or Math

Percentage	Points - ELA	Points - Math
91-100%	10	10
81-90%	9	9
71-80%	8	8
61-70%	7	7
51-60%	6	6
41-50%	5	5
31-40%	4	4
21-30%	3	3
11-20%	2	2
5-10%	1	1
0-4%	0	0

Charts to be used if a Value Added Model becomes Available

Local Assessment: Percentage of students making growth fall to spring on NWEA MAP Assessments – ELA and Mathematics, Principals in buildings with grades 3-4 and 5-6

Percentage	Points - ELA	Points - Math
94-100%	15	15
87-93%	14	14
80-86%	13	13
73-79%	12	12
66-72%	11	11
59-65%	10	10
52-58%	9	9
45-51%	8	8
38-44%	7	7
31-37%	6	6
24-30%	5	5
17-23%	4	4
10-16%	3	3
5-9%	2	2
2-4%	1	1
0-1%	0	0

NOTE: If a Value Added Model is adopted, the points earned for ELA and mathematics will be added together and the sum will be divided by two to arrive at the local assessment score. If the result is not a whole number, traditional rounding rules will apply with values greater than or equal to .5 rounded up and values less than .5 rounded down.

Table 9: Local Assessment Chart for Building Principals of K-2, 3-4 and 5-6 grade schools

Percentage of Students Making Growth Fall to Spring ELA or Math

Percentage	Points - ELA	Points - Math
91-100%	10	10
81-90%	9	9
71-80%	8	8
61-70%	7	7
51-60%	6	6
41-50%	5	5
31-40%	4	4
21-30%	3	3
11-20%	2	2
5-10%	1	1
0-4%	0	0

Charts to be used if a Value Added Model becomes Available

Local Assessment: Percentage of students making growth fall to spring on NWEA MAP Assessments – ELA and Mathematics, Principals in buildings with grades 3-4 and 5-6

Percentage	Points - ELA	Points - Math
94-100%	15	15
87-93%	14	14
80-86%	13	13
73-79%	12	12
66-72%	11	11
59-65%	10	10
52-58%	9	9
45-51%	8	8
38-44%	7	7
31-37%	6	6
24-30%	5	5
17-23%	4	4
10-16%	3	3
5-9%	2	2
2-4%	1	1
0-1%	0	0

NOTE: If a Value Added Model is adopted, the points earned for ELA and mathematics will be added together and the sum will be divided by two to arrive at the local assessment score. If the result is not a whole number, traditional rounding rules will apply with values greater than or equal to .5 rounded up and values less than .5 rounded down.

Principals “Other Measures of Effectiveness” – 60 Point Distribution
 LCI Multidimensional Rubric
 2012-13

Domain	Highly Effective	Effective	Developing	Ineffective
Shared Vision of Learning	10	9-9.5	6-8.5	0-5.5
School Culture and Instructional Program	10	9-9.5	6-8.5	0-5.5
Safe, Efficient, Effective Learning Environment	10	9-9.5	6-8.5	0-5.5
Community	10	9-9.5	6-8.5	0-5.5
Integrity, Fairness, Ethics	10	9-9.5	6-8.5	0-5.5
Political, Social, Economic, Legal and Cultural Context	10	9-9.5	6-8.5	0-5.5

Principal Improvement Plan

Name of Principal: _____

School Building: _____

Areas in Need of Improvement:

Improvement Goal/Outcome:

Method(s) for Assessing Improvement:

Timeline for Achieving Improvement:

Differentiated Activities to Support Improvement:

Dates of Meetings between Superintendent and Principal:

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a 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, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Joseph J. Fanularo 11/20/13

Teachers Union President Signature: Date:

James Keefe 11/19/13

Administrative Union President Signature: Date:

Sally Curto 11/18/13

Board of Education President Signature: Date:

Maryanne Keely 11/19/13