



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

Commissioner of Education
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November 14, 2014

Revised

David Flatley, Superintendent
Carle Place Union Free School District
168 Cherry Lane,
Carle Place, NY 11514

Dear Superintendent Flatley:

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: Robert Hanna

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 Monday, October 06, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

280411030000

1.2) School District Name:

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

Carle Place UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, October 22, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades); ELA
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades); ELA
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades); ELA

	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.	The district will develop Student Learning Objectives as comparable growth measures for K-3 teachers. Each teacher in collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	To be rated highly effective, 60 to 100% of a teacher's students will meet their targets. For grade 3, 75% to 100% of students

will meet their targets.

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

To be rated effective, 40 to 59% of a teacher's students will meet their targets. For grade 3, 60% to 74% of students will meet their targets.

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

To be rated developing, 23 to 39% of a teacher's students will meet their targets. For grade 3, 50% to 59% of students will meet their targets.

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

To be rated ineffective, 22% or less of a teacher's students will meet their targets. For grade 3, 49% or fewer students will meet their targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades); Math
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades); Math
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (Primary Grades); Math

	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.

The district will develop Student Learning Objectives as comparable growth measures for K-3 teachers. Each teacher in collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of students meeting or exceeding individual growth targets.

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

To be rated highly effective, 60 to 100% of a teacher's students will meet their targets. For grade 3, 75% to 100% of students will meet their targets.

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

To be rated effective, 40 to 59% of a teacher's students will meet their targets. For grade 3, 60% to 74% of students will meet their targets.

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

To be rated developing, 23 to 39% of a teacher's students will meet their targets. For grade 3, 50% to 59% of students will meet their targets.

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

To be rated ineffective, 22% or less of a teacher's students will meet their targets. For grade 3, 49% or fewer students will meet their targets.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Grade 6 Carle Place Developed Summative Assessment in Science
7	District, regional or BOCES-developed assessment	Grade 7 Carle Place Developed Summative Assessment in Science
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives as comparable growth measures for 6-8 teachers. Each teacher in collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	To be rated highly effective, 75% to 100% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	To be rated effective, 60% to 74% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	To be rated developing, 50% to 59% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	To be rated ineffective, 49% or less of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Grade 6 Carle Place Developed Summative Assessment in Social Studies

7	District, regional or BOCES-developed assessment	Grade 7 Carle Place Developed Summative Assessment in Social Studies
8	District, regional or BOCES-developed assessment	Grade 8 Carle Place Developed Summative Assessment in Social Studies

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.	The district will develop Student Learning Objectives as comparable growth measures for 6-8 teachers. Each teacher in collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	To be rated highly effective, 75% to 100% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	To be rated effective, 60% to 74% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	To be rated developing, 50% to 59% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	To be rated ineffective, 49% or less of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Carle Place Developed Summative Assessment for Global 1
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives as comparable growth measures for High School teachers. Each teacher in collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	To be rated highly effective, 75% to 100% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	To be rated effective, 60% to 74% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	To be rated developing, 50% to 59% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	To be rated ineffective, 49% or less of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives as comparable growth measures for High School teachers. Each teacher in collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	To be rated highly effective, 75% to 100% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	To be rated effective, 60% to 74% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	To be rated developing, 50% to 59% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

Objective.

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

To be rated ineffective, 49% or less of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

The district will develop Student Learning Objectives as comparable growth measures for High School teachers. Each teacher in collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of students meeting or exceeding individual growth targets. For students enrolled in Geometry the district will administer both the NYS and Common Core Geometry Regents exams. The higher of the two scores will be used for APPR purposes. Students enrolled in Algebra will take the Common Core Regents in Algebra.

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

To be rated highly effective, 75% to 100% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

Effective (9 - 17 points) Results meet District goals for similar students.

To be rated effective, 60% to 74% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

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

To be rated developing, 50% to 59% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

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

To be rated ineffective, 49% or less of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

2.9) High School English Language Arts

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

the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Carle Place Developed Grade 9 Summative Assessment for English
Grade 10 ELA	District, regional or BOCES-developed assessment	Carle Place Developed Grade 10 Summative Assessment for English
Grade 11 ELA	Regents assessment	NYS Common Core English Regents

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, 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.	The district will develop Student Learning Objectives as comparable growth measures for High School teachers. Each teacher in collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	To be rated highly effective, 75% to 100% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	To be rated effective, 60% to 74% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	To be rated developing, 50% to 59% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	To be rated ineffective, 49% or less of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
Special Education 3-6	State Assessment	NYS 3-6 ELA and Math Assessments
Life Skills (7-12)	State Assessment	NYSAA

All other courses not listed above	District, Regional or BOCES-developed	Carle Place District Developed grade and subject specific assessment
Teachers of Grades 4-8 ELA & Math who do not receive a state provided growth score	State Assessment	NYS 4-8 ELA and Math Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives as comparable growth measures for all other courses. Each teacher in collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	To be rated highly effective, 75% to 100% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	To be rated effective, 60% to 74% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	To be rated developing, 50% to 59% of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	To be rated ineffective, 49% or less of a teacher's students will achieve or exceed the target determined in the Student Learning Objective.

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12186/1461992-TXEttx9bQW/UpdatedRevChartMod2_3.doc

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.

Carle Place has no adjustments, controls, or other special considerations that will be used to set targets for Comparable Growth Measures.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA), NWEA
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA), NWEA
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA), NWEA
7	6(ii) School wide measure computed locally	NYS US History and Government Regents
8	6(ii) School wide measure computed locally	NYS US History and Government Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated. Before value added is implemented , we will use the charts referenced in 3.13
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective in grades 4-6, 60 to 100 percent of students met or exceeded their achievement target. For grades 7 and 8, 75 to 100 percent of the students met or exceeded the identified achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective in grades 4-6, 40 to 59 percent of students met or exceeded their achievement target. For grades 7 and 8, 60 to 74 percent of the students met or exceeded the identified achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing in grades 4-6, 23 to 39 percent of students met or exceeded their achievement target. For grades 7 and 8, 50 to 59 percent of the students met or exceeded the identified achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective in grades 4-6, 22 percent or fewer students met or exceeded their achievement target. For grades 7 and 8, 49 percent or fewer students met or exceeded the identified achievement target.

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	6(ii) School wide measure computed locally	NYS US History and Government Regents
8	6(ii) School wide measure computed locally	NYS US History and Government Regents

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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated. Before value added is implemented, we will use the charts referenced in 3.13
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective in grades 4-6, 60 to 100 percent of students met or exceeded their achievement target. For grades 7 and 8, 75 to 100 percent of the students met or exceeded the identified achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective in grades 4-6, 40 to 59 percent of students met or exceeded their achievement target. For grades 7 and 8, 60 to 74 percent of the students met or exceeded the identified achievement target.

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

To be rated developing in grades 4-6, 23 to 39 percent of students met or exceeded their achievement target. For grades 7 and 8, 50 to 59 percent of the students met or exceeded the identified achievement target.

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

To be rated ineffective in grades 4-6, 22 percent or fewer students met or exceeded their achievement target. For grades 7 and 8, 49 percent or fewer students met or exceeded the identified achievement target.

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/12149/1461993-rhJdBgDruP/3 3 Chart_1.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Carle Place Developed K-2 Literacy Assessment
1	6(ii) School-wide measure computed locally	Carle Place Developed K-2 Literacy Assessment
2	6(ii) School-wide measure computed locally	Carle Place Developed K-2 Literacy Assessment
3	9) Grades 3 and up: 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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective for grade 3, 60 to 100 percent of the teacher's students will meet or exceed their individual achievement targets. To be rated highly effective in K-2 the percentage of students meeting the achievement targets is 75% or greater.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective for grade 3, 40 to 59 percent of the teacher's students will meet or exceed their individual achievement targets. To be rated effective in K-2 the percentage of the teacher's students meeting the achievement targets is 60-74%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing for grade 3, 23 to 39 percent of the teacher's students will meet or exceed their individual achievement targets. To be rated developing in K-2 the percentage of the teacher's students meeting the achievement targets is 50-59%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective for grade 3, 22 percent or fewer of the teacher's students will meet or exceed their individual achievement targets. To be rated ineffective in K-2, the percentage of the teacher's students meeting the achievement

targets is 49% or fewer.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Carle Place Developed K-2 Literacy Assessment
1	6(ii) School-wide measure computed locally	Carle Place Developed K-2 Literacy Assessment
2	6(ii) School-wide measure computed locally	Carle Place Developed K-2 Literacy Assessment
3	9) Grades 3 and up: State-approved 3rd party assessments	Measure 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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective for grade 3, 60 to 100 percent of the teacher's students will meet or exceed their individual achievement targets. To be rated highly effective in K-2 the percentage of students meeting the achievement targets is 75% or greater.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective for grade 3, 40 to 59 percent of the teacher's students will meet or exceed their individual achievement targets. To be rated effective in K-2 the percentage of the teacher's students meeting the achievement targets is 60-74%.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing for grade 3, 23 to 39 percent of the teacher's students will meet or exceed their individual achievement targets. To be rated developing in K-2 the percentage of the teacher's students meeting the achievement targets is 50-59%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective for grade 3, 22 percent or fewer of the teacher's students will meet or exceed their individual achievement targets. To be rated ineffective in K-2 , the percentage of the teacher's students meeting the achievement targets is 49% or fewer.

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	5) District, regional, or BOCES–developed assessments	Carle Place Developed Grade 6 Science Common Core Final Exam
7	6(ii) School wide measure computed locally	NYS US History and Government Regents
8	6(ii) School wide measure computed locally	NYS US History and Government Regents

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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective, 75-100% of the students will meet or exceed the identified achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective, 60-74% of the students will meet or exceed the identified achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing, 50-59% of the students will achieve or exceed the identified achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective, 49% or fewer of the students will achieve the identified target.

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	5) District, regional, or BOCES–developed assessments	Carle Place Developed Grade 6 Social Studies Assessment
7	6(ii) School wide measure computed locally	NYS US History and Government Regents
8	6(ii) School wide measure computed locally	NYS US History and Government Regents

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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective, 75-100% of the students will meet or exceed the identified achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective, 60-74% of the students will meet or exceed the identified achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing, 50-59% of the students will achieve or exceed the identified achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective, 49% or fewer of the students will achieve the identified target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS US History and Government Regents
Global 2	6(ii) School wide measure computed locally	NYS US History and Government Regents
American History	6(ii) School wide measure computed locally	NYS US History and Government Regents

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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective, 75-100% of the students will meet or exceed the identified achievement target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective, 60-74% of the students will meet or exceed the identified achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing, 50-59% of the students will achieve or exceed the identified achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective, 49% or fewer of the students will achieve the identified target.

3.9) High School Science

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

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

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

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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective, 75-100% of the students will meet or exceed the identified achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing, 50-59% of the students will achieve or exceed the identified achievement target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective, 60-74% of the students will meet or exceed the identified achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective, 49% or fewer of the students will achieve the identified target.

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	6(ii) School wide measure computed locally	NYS US History and Government Regents
Geometry	6(ii) School wide measure computed locally	NYS US History and Government Regents
Algebra 2	6(ii) School wide measure computed locally	NYS US History and Government Regents

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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective, 75-100% of the students will meet or exceed the identified achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective, 60-74% of the students will meet or exceed the identified achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing, 50-59% of the students will achieve or exceed the identified achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective, 49% or fewer of the students will achieve the identified target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS US History and Government Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS US History and Government Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS US History and Government Regents

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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated highly effective, 75-100% of the students will meet or exceed the identified achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective, 60-74% of the students will meet or exceed the identified achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing, 50-59% of the students will achieve or exceed the identified achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective, 49% or fewer of the students will achieve the identified target.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Life Skills (7-12)	6(ii) School wide measure computed locally	NYS US History and Government Regents
All other courses (7-12)	6(ii) School wide measure computed locally	NYS US History and Government Regents

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.	The district will develop achievement targets as comparable achievement measures for teachers. Each teacher in collaboration with administrators will set an achievement target. HEDI points will be determined based on the percentage of students meeting or exceeding these achievement targets. The measures will be calculated schoolwide where indicated.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	To be rated highly effective, 75-100% of the students will meet or exceed the identified achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated effective, 60-74% of the students will meet or exceed the identified achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated developing, 50-59% of the students will achieve or exceed the identified achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated ineffective, 49% or fewer of the students will achieve the identified target.

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.

assets/survey-uploads/12149/1461993-y92vNseFa4/updated3 13 Chart_2.doc

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

In the event a teacher is required to use multiple locally selected measures, a HEDI rating and point value will be determined for each local measure separately, and then each will be weighted proportionately based on the number of students included in all local assessments.

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, November 10, 2014

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

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

Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	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
Structured reviews of lesson plans, student portfolios and other teacher artifacts	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.

The district will use the Danielson 2007 Rubric. District administrators and teachers formed an APPR Committee that selected the rubric to be used and decided the points values that were appropriate for each category. The process is transparent and all information will be made available to those being rated. Both the rubric selection and the scoring ranges were determined locally and will be provided to teachers at the beginning of the each school year at Superintendent's Conference Day. The assignment of points in each domain ensures that it is possible for an educator to obtain any of the available points (including zero) in the domain. Points based upon observations shall be based on multiple (at least 2) classroom observations by the principal or other trained administrators, at least one of which will be unannounced. Each of the four domains from the multiple observations will be rated on a scale from 1 to 4, with one being ineffective , 2 developing, 3 effective and 4 highly effective. The summative score of the observations will be converted using the attached conversion chart. Final composite scores will be rounded to whole numbers; however, the rounding will not result in teachers moving to a higher HEDI band. All observations will be conducted in-person. Each domain will be rated holistically 1-4 based on all the elements and evidence observed during multiple observations. Each domain rubric will be averaged together to achieve a single rubric score of 1 to 4 and will be converted to 0-60 using the attached chart. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.

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/12179/1461995-eka9yMJ855/SEDObservationProtocol.pdf

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.	Teachers who attain the rating of "Highly Effective" have earned a rating between 3.5 and 4 on the rubric and will receive a score of 59 to 60 points on the conversion scale.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who attain the rating of "Effective" have earned a rating between 2.5 and 3.4 on the rubric and will receive a score of 57 to 58 points on the conversion scale.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who attain the rating of "Developing" have earned a rating between 1.5 and 2.4 on the rubric and will receive a score of 50 to 56 points on the conversion scale.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who attain the rating of "Ineffective" have earned a rating between 1.0 and 1.4 on the rubric and will receive a score of 0 to 49 points on the conversion scale.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	4
Informal/Short	0
Enter Total	4

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?

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
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?

- Not Applicable

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, November 10, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/12193/1461997-Df0w3Xx5v6/TipForms.pdf>

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 shall be limited to end-of-year evaluations which have resulted in a rating of Ineffective or Developing and shall be made to the Superintendent of schools within fifteen (15) school days of the receipt of an annual evaluation. All appeals will occur in a timely and expeditious manner in accordance with Education Law 3012-c. All steps and the resolution of the appeal will occur in a timely and expeditious manner.

The appeal shall be in writing and shall articulate the basis of the appeal and will commence with the building administrator, who will have fifteen (15) school days to review the rating and render a written decision. If the appeal is denied, within ten (10) school days the superintendent will convene a review panel consisting of two (2) administrators who are not directly responsible for the supervision and evaluation of the teacher and two (2) teachers selected by the Carle Place Teachers' Association. Within ten (10) school days after the hearing committee is selected the panel will hold a confidential hearing. Within ten (10) school days after the meeting the panel will send a non-binding recommendation by majority rule to the Superintendent regarding whether the rating should be changed. Within fifteen (15) school days of receipt of the panel's recommendation, the Superintendent will render his decision with regard to the appeal. If the appeal is denied, s/he will render a written determination with respect thereto. The final determination of the superintendent of schools or his/her designee as to the substance of the evaluation shall not be grievable, arbitrable, nor reviewable in any other forum. The time frames referred to herein may be extended by mutual agreement of the parties and will be timely and expeditious in accordance with Education Law 3012-c.

The basis for appeals shall be limited to: 1. the substance of the annual professional performance review; 2. the school district's adherence to the standards and methodologies required for such review pursuant to Section 3012(c) of the Education law; 3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; 4. the school district's issuance and/or implementation of the terms of the teacher's improvement plan; 5. any issue not raised in the written appeal shall be deemed waived; and 6. notwithstanding item five (5) above, procedural issues which are or will be set forth in this contract shall be subject to the grievance procedure.

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.

Teacher evaluators have received extensive training in the evaluation and observation process.

All administrators will receive APPR teacher evaluator training each school year in order to and meet the qualifications for annual re-certification by the Board of Education.

The Superintendent, the Assistant Superintendent for Instruction and Personnel and the Executive Assistant to the Superintendent for Special Education and Pupil Personnel Services provide attended trainings throughout the year that covered the following topics and provided training to all other administrators.

During Supervisors' meetings scheduled each school year, administrative staff covered the required topics listed below, which are necessary in order to certify that Carle Place properly implements the District's APPR Plan:

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

A minimum of one monthly Common Core and APPR trainings lasting approximately 1.5 hours in duration are provided to administrative personnel during meetings held with principals and department chairs. Wherever possible, training materials, PowerPoint presentations, videos, BOCES and EngageNY resources are duplicated and provided to principals and department chairs. Roleplaying and video usage help to ensure inter-rater reliability. As trainings are completed, administrators are encouraged to incorporate workshop strategies into their daily practice. Carle Place remains committed to participating in and providing professional

development in these and future topics related to the implementation of the APPR regulations and procedures. The Board of Education will certify evaluators after completion of training and all evaluators will be recertified annually.

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
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6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
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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 Tuesday, October 21, 2014

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):

3-6
7-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (NWEA); ELA and Math, Primary
3-6	State assessment	3-6 ELA and Math NYS Assessment
7-12	State assessment	7-8 ELA and Math NYS Assessment and Common Core ELA Regents and Common Core Algebra Regents

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	The district will develop Student Learning Objectives as comparable growth measures for principals. Each principal in
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upload a table or graphic below.

collaboration with administrators will review historical data and will set individual growth targets. HEDI points will be calculated based on the percentage of the building's students meeting or exceeding individual growth targets. If the State provides growth scores for the grades 3-6 and 7-12 principals, and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO results for the final HEDI score for the principals.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A principal will be rated highly effective if 60 to 100% of the building's students meet or exceed their growth targets
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A principal will be rated effective 40 to 59 % of the building's students meet or exceed their growth targets
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A principal will be rated developing if 21 to 39% of the building's students meet or exceed their growth targets
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	A principal will be rated ineffective if 20% or fewer of the building's students meet or exceed their growth targets

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/12156/1461998-lha0DogRNw/Updated compCompGrowthPrincipals_2.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable	Checked
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Growth Measures.	
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, November 10, 2014

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).

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

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

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

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

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

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

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
7-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 Year Graduation Rates (Current Year)
3- 6	(d) measures used by district for teacher evaluation	Grade 4 NYS Science

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The district will develop achievement targets as comparable achievement measures for principals. Each principal in collaboration with district administration will set achievement targets. HEDI points will be awarded based on the percentage of students meeting or exceeding the achievement targets. For 7-12, HEDI points will be awarded based on the percentage of students in the current class graduating within 4 years. Before value-added is implemented, we will be using the charts referenced in 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated a highly effective 3-6 principal; 94-100% of all students in grade 4 will meet or exceed the achievement target. For the principal of the MSHS (7-12), the 4 year district graduation rate will be 94-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated an effective 3-6 principal; 85-93% of all students in grade 4 will meet or exceed the achievement target. For the principal of the MSHS (7-12), the 4 year district graduation rate will be 85-93%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	To be rated a developing 3-6 principal; 75-84% of all students in grade 4 will meet or exceed the achievement target. For the

grade/subject.

principal of the MSHS (7-12), the 4 year district graduation rate will be 75-84%

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

To be rated an ineffective 3-6 principal, 74% or below of all students in grade 4 will meet or exceed the achievement target. For the principal of the MSHS (7-12), the 4 year district graduation rate will be 74% or below.

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/12190/1461999-qBFVOWF7fC/8.1 revised.doc

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II,

etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The district will develop achievement targets as comparable achievement measures for principals. Each principal in collaboration with district administration will set achievement targets. HEDI points will be awarded based on the percentage of students meeting or exceeding the achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated a highly effective principal; 60% or more of the building's students will meet or exceed the expected achievement target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated an effective principal; 40-59% of the building's students will meet or exceed the expected achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated a developing principal; 21-39% of the building's students will meet or exceed the expected achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To be rated an ineffective principal; 20% or less of the building's students will meet or exceed the expected achievement target.

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/12190/1461999-T8MIGWUVm1/HEDI 20pt k-2Scoring.doc

8.3) Locally Developed Controls

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

Carle Place has no adjustments, controls, or other special considerations that will be used in setting targets for local measures at this time.

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.

For the K-2 building the results for MAP NWEA for ELA and Math will each be weighted 50% and averaged together. Standard rounding rules will apply.

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, October 22, 2014

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.

9.1) Principal Practice Rubric Rubric	Vanderbilt Assessment of Leadership in Education (VAL-ED)
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district will be using the Leadership in Education (Val-Ed) rubric, resulting in a subcomponent 0-60 HEDI score. Each standard is given a 1-5 rating and the six standards are averaged together into a final rubric score. The superintendent, principal and building teachers will submit final rubric scores (1-5) for the principal based holistically on the evidence from both visitations and outlined in the rubric (teachers' scores will be averaged together to get a single score). The resulting three rubric scores (1-5) will be weighted as follows and then combined to establish a single weighted rubric score that will fall between (1-5).

Superintendent- 67%

Principal- 25%

Teachers-8%

The final weighted rubric score will then be converted to a 0-60 HEDI score using the attached chart (see upload). All rubric scores reflect the minimum score needed to achieve the corresponding HEDI rating. Final composite scores will be rounded to whole numbers. Standard rounding rules will apply and the rounding of scores will not result in principals moving into a higher HEDI band.

Example:

Superintendent Rubric Scored 5 X 67% = 3.35

Principal's Rubric Scored 3 X 25% = .75

Teachers' Rubric Scored 3 x 8%= .24

Total: 4.34

Converts to a 56

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

assets/survey-uploads/12205/1462000-pMADJ4gk6R/Val_EdChart.pdf

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.	A highly effective principal exhibits learning centered leadership behavior at all levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student
---	--

	achievement and social learning (see chart.)
Effective: Overall performance and results meet standards.	An effective principal exhibits learning-centered leadership behaviors that are likely to influence teachers positively and result in acceptable value-added to student achievement and social learning for all students (see chart.)
Developing: Overall performance and results need improvement in order to meet standards.	A principal at the developing level of proficiency exhibits learning-centered leadership behaviors that are likely to influence teachers positively and that result in acceptable value-added to student achievement and social learning for some subgroups of students, but not all (see chart.)
Ineffective: Overall performance and results do not meet standards.	A principal at the ineffective level of proficiency exhibits learning-centered leadership behaviors that are not likely to influence teachers positively nor result in acceptable value-added to student achievement and social learning for students (see chart.)

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54 - 60
Effective	46- 53
Developing	39 - 45
Ineffective	0- 38

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 Tuesday, July 22, 2014

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	54 - 60
Effective	46 - 53
Developing	39 - 45
Ineffective	0 - 38

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 Monday, November 10, 2014

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/12168/1462002-Df0w3Xx5v6/Principal Improvement Plan Form_1.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

All steps and the resolution of any appeals will occur in a timely and expeditious manner and the resolution of the appeal will occur in a timely and expeditious manner. Appeals provision: a) Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing b) Within five (5) school days of the receipt of an annual evaluation providing a rating as set forth in subparagraph (a) above, a principal may appeal the annual evaluation to the superintendent of schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal.

The basis for appeals shall be limited to: 1. the substance of the annual professional performance review; 2. the school district's adherence to the standards and methodologies required for such review pursuant to Section 3012(c) of the Education law; 3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; 4. the school district's issuance and/or implementation of the terms of the principal's improvement plan; 5. any issue not raised in the written appeal shall be deemed waived; and 6. notwithstanding item five (5) above, procedural issues which are or will be set forth in this contract shall be subject to the grievance procedure.

Within five (5) school days of receipt of the appeal, the superintendent of schools and/or his/her designee shall render a written determination with respect thereto. The determination of the superintendent of schools and/or his/her designee as to the substance of the evaluation shall not be grievable, arbitrable, nor reviewable in any other forum. The timeframes referred to herein may be extended by mutual agreement of the parties and will be timely, expeditious and in accordance with Education Law 3012-c.

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.

Principal evaluators receive extensive training in the evaluation and observation process.

Administrators will receive APPR principal evaluator training each school year in order to meet the qualifications for annual re-certification by the Board of Education. The Superintendent, the Assistant Superintendent for Instruction and Personnel and the Executive Assistant to the Superintendent for Special Education and Pupil Personnel Services attend trainings throughout the year that cover the following topics:

During Cabinet meetings scheduled each school month, administrative staff cover the required topics listed below, which are necessary in order to certify that Carle Place properly implements the District's APPR Plan:

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

A minimum of one monthly Common Core and APPR trainings lasting approximately 1.5 hours in duration are provided to administrative personnel during meetings held with central office administrators. Wherever possible, training materials, PowerPoint presentations, videos, BOCES and EngageNY resources are duplicated and provided to administrators. Roleplaying and video usage help to ensure inter-rater reliability. As trainings are completed, administrators are encouraged to incorporate workshop strategies into their daily practice. Carle Place remains committed to participating in and providing professional development in these and future topics related to the implementation of the APPR regulations and procedures. The Board of Education will certify evaluators after completion of training and all evaluators will be recertified annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
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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
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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
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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
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12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, November 14, 2014

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/12158/1462003-3Uqgn5g9Iu/Joint Certification 2014.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.

SLO Planning (K-2 Elementary)

A. HEDI SCORING BANDS

<i>Growth Subcomponent Scoring Bands</i>	Comparable Growth Measure (SLOs) 20%
Highly Effective	18 – 20
Effective	9 – 17
Developing	3 – 8
Ineffective	0 - 2

B. HEDI CRITERIA

All targets will be set by teacher and District administration

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
60-100% of the students meet or exceed the individual growth target determined in the Student Learning Objective.	40% - 59% of the students meet or exceed the individual growth target determined in the Student Learning Objective.	23% - 39% of the students meet or exceed the individual growth target determined in the Student Learning Objective.	22% or below of the students meet or exceed the individual growth target determined in the Student Learning Objective.
<i>The points with each category are distributed as follows:</i>			
18 points: 60% - 75% 19 points: 76% - 85% 20 points: 86% - 100%	9 points: 40% 10 points: 41% 11 points: 42% 12 points: 43% 13 points: 44% 14 points: 45-46% 15 points: 47-48%% 16 points: 49-50% 17 points: 51-59%	3 points: 23% - 29% 4 points: 30% 5 points: 31% 6 points: 32% 7 points: 33% 8 points: 34% - 39%	0 points: < or equal to 20% 1 point: 21% 2 points: 22%

SLO Planning (Elementary Grade 3, Grade 6-12, and Special Area)

C. HEDI SCORING BANDS

<i>Growth Subcomponent Scoring Bands</i>	Comparable Growth Measure (SLOs) 20%
Highly Effective	18 – 20
Effective	9 – 17
Developing	3 – 8
Ineffective	0 - 2

D. HEDI CRITERIA

All targets will be set by teacher and District administration

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
75% -100% of the students meet or exceed the target determined in the Student Learning Objective.	60% - 74% of the students meet or exceed target determined in the Student Learning Objective.	50% - 59% of the students meet or exceed target determined in the Student Learning Objective.	49% or below of the students meet the target determined in the Student Learning Objective.
<i>The points with each category are distributed as follows:</i>			
18 points: 75%-84% 19 points: 85% - 90% 20 points: 91% - 100%	9 points: 60% 10 points: 61% 11 points: 62% 12 points: 63% 13 points: 64% 14 points: 65% 15 points: 66% 16 points: 67% 17 points: 68%-74%	3 points: 50% 4 points: 51% 5 points: 52% 6 points: 53% 7 points: 54% 8 points: 55% - 59%	0 points: < or equal to 47% 1 point: 48% 2 points: 49%

(Tasks 3.1 – 3.2; Grades 4-6)

A. HEDI SCORING BANDS

<i>Scoring Bands</i>	Local Assessment with Value Added Measure 15%
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 - 2

B. HEDI CRITERIA

All targets to be set jointly by the teachers and District Administration

Highly Effective <i>14– 15points</i>	Effective <i>8 – 13 points</i>	Developing <i>3 – 7 points</i>	Ineffective <i>0 – 2 points</i>
60-100% of the students meet or exceed the identified achievement target.	40% - 59% of the students meet or exceed the identified achievement target.	23% - 39% of the students meet or exceed the identified achievement target.	22% or below of the students meet or exceed the identified achievement target.
<i>The points with each category are distributed as follows:</i>			
14 points: 60% - 85% 15 points: 86% - 100%	8 points: 40% 9 points: 41% 10 points: 42-43% 11 points: 44-45% 12 points: 46-47% 13 points: 48-59%	3 points: 23% 4 points: 24% 5 points: 25% 6 points: 26% 7 points: 27%-39%	0 points: < or equal to 20% 1 point: 21% 2 points: 22%

(Tasks 3.1 – 3.2; Grades 7-8)

C. HEDI CRITERIA

All targets to be set jointly by the teachers and District Administration

Highly Effective <i>14 – 15points</i>	Effective <i>8 – 13 points</i>	Developing <i>3 – 7 points</i>	Ineffective <i>0 – 2 points</i>
75% -100% of the students achieve or exceed the identified achievement target.	60% - 74% of the students achieve or exceed the identified achievement target.	50% - 59% of the students achieve or exceed the identified achievement target.	49% or below of the students achieve or exceed the identified achievement target.
<i>The points with each category are distributed as follows:</i>			
14 points: 75% - 85% 15 points: 86% - 100%	8 points: 60% 9 points: 61% 10 points: 62-63% 11 points: 64-65% 12 points: 66-67% 13 points: 68-74%	3 points: 50% 4 points: 51% 5 points: 52% 6 points: 53% 7 points: 54%-59%	0 points: < or equal to 47% 1 point: 48% 2 points: 49%

**(Tasks 3.1- 3.2 Grades 4-6,
Tasks 3.4 – 3.5; Grade 3 ELA/Math)**

A. HEDI SCORING BANDS

	Local Assessment Measure
Highly Effective	18 – 20
Effective	9 – 17
Developing	3 – 8
Ineffective	0 - 2

B. HEDI CRITERIA

All targets will be set by teacher and District administration

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
60-100% of the students meet or exceed the identified achievement target.	40% - 59% of the students meet or exceed the identified achievement target.	23% - 39% of the students meet or exceed the identified achievement target.	22% or below of the students meet or exceed the identified achievement target.
<i>The points with each category are distributed as follows:</i>			
18 points: 60% - 75% 19 points: 76% - 85% 20 points: 86% - 100%	9 points: 40% 10 points: 41% 11 points: 42% 12 points: 43% 13 points: 44% 14 points: 45-46% 15 points: 47-48%% 16 points: 49-50% 17 points: 51-59%	3 points: 23% - 29% 4 points: 30% 5 points: 31% 6 points: 32% 7 points: 33% 8 points: 34% - 39%	0 points: < or equal to 20% 1 point: 21% 2 points: 22%

**(Tasks 3.1- 3.2, Grades 7-8)
Tasks 3.4 – 3.12; All Other Courses K-12)**

C. HEDI CRITERIA

All targets will be set by teacher and District administration

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
75% -100% of the students achieve or exceed the identified achievement target.	60% - 74% of the students achieve or exceed the identified achievement target.	50% - 59% of the students achieve or exceed the identified achievement target.	49% or below of the students achieve or exceed the identified achievement target.
<i>The points with each category are distributed as follows:</i>			
18 points: 75%-84% 19 points: 85% - 90% 20 points: 91% - 100%	9 points: 60% 10 points: 61% 11 points: 62% 12 points: 63% 13 points: 64% 14 points: 65% 15 points: 66% 16 points: 67% 17 points: 68%-74%	3 points: 50% 4 points: 51% 5 points: 52% 6 points: 53% 7 points: 54% 8 points: 55% - 59%	0 points: < or equal to 47% 1 point: 48% 2 points: 49%

EVALUATION PROCESS EXPLAINED

I. Orientation

- A. New Teachers – at the New Teacher Academy
- B. Returning Faculty – at Superintendent's Conference Day (orientation) to review any changes and answer any questions.

II. Formal Observations

- A. Expect that the observer will arrive at the start of the period and stay at least 30 minutes.
- B. Written evaluation will be submitted to the teacher no later than 5 school days after the observation
- C. Announced
 - 1. Pre-observation conference will be held at least 3 **school** days prior to the observation.
 - 2. The teacher will be notified of the day and period that the observation will take place.
 - 3. The post conference will occur no later than 3 school days after the observation.

III. Probationary Teachers

- A. A minimum of 6 observations in the first year, with three in the first three months of the 1st semester and a minimum of 3 additional before April 1st.
- B. In years 2 and 3, a minimum of 4 observations per year, with two in the first three months of the 1st semester and the remainder before April 1st.

IV. Tenured Teachers

- A. A minimum of two formal observations per year, with at least one unannounced.
- B. First observation before February 1st and second observation before April 1.

V. Summative Evaluation

- A. Summative evaluation will be submitted to the teacher no later than 5 school days before the last day of school.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

CARLE PLACE UNION FREE SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN (TIP)
(To be completed jointly by the teacher and his/her principal)

Teachers who are identified as "developing" or "ineffective" would receive no later than 10 days from the date they report to work in September a Teacher Improvement Plan (TIP) aimed at supporting that teacher's professional growth. The plan would have to be mutually agreed upon by the teacher and the principal. It would include identification of areas in need of improvement, a timeline for achieving improvement, how the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

Name _____ School _____

School year plan is based on _____ Date of related APPR _____

Date of TIP Conference _____

1. SPECIFIC AREA(S) NEEDING IMPROVEMENT

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: The Classroom Environment Responsibilities

Domain 4: Professional Practice

Additional information:

2. ACTION PLAN (*Detail steps to be taken*)

3. TIMELINE FOR COMPLETION

4. DIFFERENTIATED ACTIVITIES (*to support improvement in the areas identified as needing improvement including targeted PD*)

5. EVIDENCE (*How improvement will be assessed*)

Principal's Comments:

Evaluator's Comments:

Date outcome plan is to be evaluated by: _____

Teacher's Signature _____ Date _____

Principal's Name (print) _____

Principal's Signature _____ Date _____

Carle Place Teachers' Association
Teacher Improvement Plan (TIP)

Philosophy:

1. The Carle Place School District and the Carle Place Teachers' Association agree that the students of the Carle Place School District are entitled to a quality education.
2. Teachers hired by the Carle Place School District go through an intensive and thorough hiring process, and only after careful vetting, receive probationary appointments.
3. If a teacher is rated as "Developing" or "Ineffective," it is the goal of both parties to improve the teacher's performance so that his or her performance can again be rated "Effective," or "Highly Effective."
4. A Teacher Improvement Plan (TIP) will be provided for those teachers receiving an annual rating of "Developing" or "Ineffective."
5. The purpose of a TIP is to assist teachers in working to their potential. A TIP is not to be used as a threat or disciplinary tool.
6. The APPR should include a process which includes a minimum of 2 observations and the opportunity for professional development before an ineffective rating can be issued.

Procedures for a Teacher Improvement Plan (TIP)

1. When a teacher's end of the year evaluation results in a rating of "Developing" or "Ineffective," the district will place a teacher on a TIP. The administration will inform the President of the CPTA when a teacher is placed on a TIP, and the president will be given a copy of the TIP.
2. In all cases, the TIP will be issued and implemented within ten days of the first day of classes.
3. The parties will identify areas in need of improvement, evidence needed to demonstrate improvement, a timeline for achieving improvement, agreed upon artifacts, and the manner in which improvement will be assessed.
4. The teacher shall be offered the opportunity for a peer mentor from the District's mentor program. The teacher will select the mentor, with the approval of the Superintendent, Building Principal and the Association President. If the teacher cannot decide on a mentor, the Superintendent,

the Building Principal and the Association President will select a mentor.

5. The teacher and mentor will be provided time during the school day to collaborate. All dealings between the mentor and the teacher will be confidential. If future disciplinary actions occur that are related to the TIP, the mentor will not be required to testify at any future hearing(s).
6. The District will provide resources to help the teacher improve. Resources include, but are not limited to, participation in in-service coursework as approved by Superintendent, peer observation, the Professional Development Plan (PDP) and modeling by administration.
7. The mentor and the teacher will collaborate for 60 school days. During that time, the teacher will be observed twice (both observations will be formal and announced) by separate administrators, but not until the teacher and peer mentor have worked together for twenty school days. The administrators will concentrate on observing and evaluating goals identified in the TIP.
8. The administrator will meet with the teacher within three school days of the observation to discuss the observation. A written observation summary will be provided within seven (7) school days. The observation summary will be signed by both parties. The teacher will have the right to respond to the observation summary within seven (7) school days of receipt of the written observation. Such response will be attached to the summary to be placed in the teacher's file.
9. After 60 school days of teacher and peer mentor working together, the Administration, teacher and union representative will review progress and assess level of effectiveness of intervention. Based on assessment, the TIP will either discontinue if the Teacher has made adequate progress during the first three months of the TIP process or the TIP will be modified appropriately and the TIP will continue for another 60 school days.
10. The adjusted plan will be signed by the administrator, the teacher, and the union representative. The adjusted plan may include, but not be limited to, additional mentoring, peer observation, in-service coursework as approved by the Superintendent and modeling by administration. During this time, the teacher shall be observed and evaluated monthly by at least two (2) different administrators. The peer mentor may be present for observations if he/she so chooses. The administrators will meet with the teacher within three (3) school days prior to the observation to discuss the goals of the lesson. The administrator will meet with the teacher within five (5) school days after the observation. A written observation summary will be provided within seven (7) school days after the conference and will be signed by both parties. The teacher will have the right to respond in

writing within seven (7) school days and response will be attached to the observation summary.

11. Attainment of TIP goals should result in an end of year evaluation rating the teacher as "effective" or "highly effective." If the teacher is rated as "developing," a new plan will be developed by the teacher, with union representation, and administration for the subsequent school year. The teacher will have union representation as the new plan is developed and this plan will follow regulations as promulgated by the Commissioner of Education.

Carle Place School District HEDI Comparable Growth (K-2 Principal)*

K-2 ELA & Math Growth Measure

Highly Effective: 60 to 100% of students met or exceeded their individual growth targets, Fall/Spring

Effective: 40 to 59 % of students met or exceeded their individual growth targets, Fall/Spring

Developing: 21 to 39% of students met or exceeded their individual growth targets, Fall/Spring

Ineffective: 20% or less of students met or exceeded their individual growth targets, Fall/Spring

Measures of Academic Progress (Primary Grades); ELA , weighted proportionally 50% of K-2 growth score

Measures of Academic Progress (Primary Grades); Math, weighted proportionately 50% of K-2 growth score

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100	76-85	60-75	50-59	49	47-48	45-46	44	43	42	41	40	34-39	33	32	31	30	21-29	20	19	< or equal to 18

*This is also the chart that will be used in case of the need for back up SLO measures for principals referenced in Task 7.3

**Principals Local Planning 3-6
15 points**

C. HEDI SCORING BANDS

<i>Scoring Bands</i>	Local Assessment with Value Added Measure 15%
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 - 2

D. HEDI CRITERIA

Highly Effective <i>14 – 15 points</i>	Effective <i>8 – 13 points</i>	Developing <i>3 – 7 points</i>	Ineffective <i>0 – 2 points</i>
94-100% of the students meet or exceed the identified achievement target.	85% - 93% of the students meet or exceed the identified achievement target.	75% - 84% of the students meet or exceed the identified achievement target.	74% or below of the students meet or exceed the identified achievement target.
<i>The points with each category are distributed as follows:</i>			
14 points: 94% 15 points: 95% - 100%	8 points: 85% 9 points: 86% 10 points: 87-88% 11 points: 89-90% 12 points: 91-92% 13 points: 93%	3 points: 75% 4 points: 76% 5 points: 77% 6 points: 78% 7 points: 79-84%	0 points: < or equal to 72% 1 point: 73% 2 points: 74%

**Principals Local Planning 7-12
15 points**

E. HEDI SCORING BANDS

<i>Scoring Bands</i>	Local Assessment with Value Added Measure 15%
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 - 2

F. HEDI CRITERIA

Highly Effective <i>14 – 15 points</i>	Effective <i>8 – 13 points</i>	Developing <i>3 – 7 points</i>	Ineffective <i>0 – 2 points</i>
94-100% of the class	85% - 93% of the class	75% - 84% of the class	74% or below of the class
<i>The points with each category are distributed as follows:</i>			
14 points: 94% 15 points: 95% - 100%	8 points: 85% 9 points: 86% 10 points: 87-88% 11 points: 89-90% 12 points: 91-92% 13 points: 93%	3 points: 75% 4 points: 76% 5 points: 77% 6 points: 78% 7 points: 79-84%	0 points: < or equal to 72% 1 point: 73% 2 points: 74%

**Principals Local Planning 3-6
20 points**

C. HEDI SCORING BANDS

<i>Scoring Bands</i>	Local Assessment 20%
Highly Effective	18 – 20
Effective	9 – 17
Developing	3 – 8
Ineffective	0 - 2

D. HEDI CRITERIA

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
94-100% of the students meet or exceed the identified achievement target.	85% - 93% of the students meet or exceed the identified achievement target.	75% - 84% of the students meet or exceed the identified achievement target.	74% or below of the students meet or exceed the identified achievement target.
<i>The points with each category are distributed as follows:</i>			
18 points: 94% 19 points: 95% 20 points: 96-100%	9 points: 85% 10 points: 86% 11 points: 87 % 12 points: 88% 13points: 89% 14points: 90% 15 points: 91% 16 points: 92% 17 points: 93%	3 points: 75% 4 points: 76% 5 points: 77% 6 points: 78% 7 points: 79% 8 points: 80-84%	0 points: < or equal to 72% 1 point: 73% 2 points: 74%

**Principals Local Planning 7-12
20 points**

E. HEDI SCORING BANDS

<i>Scoring Bands</i>	Local Assessment 20%
Highly Effective	18 – 20
Effective	9 – 17
Developing	3 – 8
Ineffective	0 - 2

F. HEDI CRITERIA

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
94-100% of the class.	85% - 93% of the class.	75% - 84% of the class.	74% or below of the class.
<i>The points with each category are distributed as follows:</i>			
18 points: 94% 19 points: 95% 20 points: 96-100%	9 points: 85% 10 points: 86% 11 points: 87 % 12 points: 88% 13points: 89% 14points: 90% 15 points: 91% 16 points: 92% 17 points: 93%	3 points: 75% 4 points: 76% 5 points: 77% 6 points: 78% 7 points: 79% 8 points: 80-84%	0 points: < or equal to 72% 1 point: 73% 2 points: 74%

**Principals Local Planning (K-2)
20 points**

A. HEDI SCORING BANDS

<i>Scoring Bands</i>	Local Assessment 20%
Highly Effective	18 – 20
Effective	9 – 17
Developing	3 – 8
Ineffective	0 - 2

B. HEDI CRITERIA

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
60 -100% of the students will meet or exceed the individual achievement target.	40% - 59% of the students meet or exceed the individual achievement target determined.	21% - 39% of the students meet or exceed the individual achievement target determined.	20% or below of the students meet or exceed the individual achievement target.
<i>The points with each category are distributed as follows:</i>			
18 points: 60 - 75% 19 points: 76 - 85% 20 points: 86 - 100%	9 points: 40% 10 points: 41% 11 points: 42% 12 points: 43% 13 points: 44% 14 points: 45 - 46% 15 points: 47 – 48% 16 points: 49 – 50% 17 points: 51 – 59%	3 points: 21 - 29% 4 points: 30% 5 points: 31% 6 points: 32% 7 points: 33% 8 points: 34 – 39%	0 points: < or equal to 18% 1 point: 19% 2 points: 20%

**Principal Rubric Conversion Chart
for the Val-Ed Rubric**

Val-Ed Score	0-60 Conversion	% Score	
<u>1.00</u>	0	0%	
1.06	1	2%	
1.12	2	3%	
1.18	3	5%	
1.24	4	7%	
1.30	5	8%	
1.36	6	10%	
1.42	7	12%	
1.48	8	13%	
1.54	9	15%	
1.60	10	17%	
1.66	11	18%	
1.72	12	20%	
1.78	13	22%	
1.84	14	23%	
1.90	15	25%	
1.96	16	27%	
2.02	17	28%	
2.08	18	30%	
2.14	19	32%	
2.20	20	33%	
2.26	21	35%	
2.32	22	37%	
2.38	23	38%	
2.44	24	40%	
2.50	25	42%	
2.56	26	43%	
2.62	27	45%	
2.68	28	47%	
2.74	29	48%	
2.80	30	50%	
2.86	31	52%	
2.92	32	53%	
2.98	33	55%	
3.04	34	57%	
3.10	35	58%	
3.16	36	60%	
3.22	37	62%	
<u>3.28</u>	38	63%	

Scores in this range are considered to be ineffective on the HEDI scale. For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.

**Principal Rubric Conversion Chart
for the Val-Ed Rubric**

Val-Ed Score	0-60 Conversion	% Score	
<u>3.29</u>	39	65%	Scores in this range are considered to be Developing on the HEDI scale. For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.
3.34	40	67%	
3.39	41	68%	
3.44	42	70%	
3.49	43	72%	
3.54	44	73%	
<u>3.59</u>	45	75%	
<u>3.60</u>	46	77%	Scores in this range are considered to be Effective on the HEDI scale. For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.
3.66	47	78%	
3.71	48	80%	
3.77	49	82%	
3.82	50	83%	
3.88	51	85%	
3.93	52	87%	
<u>3.99</u>	53	88%	
<u>4.00</u>	54	90%	Scores in this range are considered to be Highly Effective on the HEDI scale. For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.
4.17	55	92%	
4.33	56	93%	
4.50	57	95%	
4.67	58	97%	
4.83	59	98%	
<u>5.00</u>	60	100%	

The Val-Ed rubric correlates to the HEDI scale as follows:

- | | |
|-------------------------------------|--------------------------------|
| 1.00-3.28 = Ineffective | 0-38 on 60 point scale |
| 3.29-3.59 = Developing | 39-45 on 60 point scale |
| 3.60-3.99 = Effective | 46-53 on 60 point scale |
| 4.00-5.00 = Highly Effective | 54-60 on 60 point scale |

For the purpose of assigning a score, if the principal's Val-Ed score equals a specific decimal score not on this chart, the principal's score will be rounded up to the nearest decimal score on this chart.

CARLE PLACE UNION FREE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN (PIP)

(To be completed jointly by the principal and his/her supervisor)

Principals who are identified as “developing” or “ineffective” would receive no later than 10 days from the date they report to work in September a Principal Improvement Plan (PIP) aimed at supporting that principal’s professional growth. The plan would have to be mutually agreed upon by the principal and the supervisor. It would include identification of areas in need of improvement, a timeline for achieving improvement, how the improvement will be assessed, and, where appropriate, differentiated activities to support a principal’s improvement in those areas.

Name _____ School _____

School year plan is based on _____ Date of related APPR _____

Date of PIP Conference _____

1. SPECIFIC AREA(S) NEEDING IMPROVEMENT

2. ACTION PLAN *(Detail steps to be taken)*

3. TIMELINE FOR COMPLETION

4. DIFFERENTIATED ACTIVITIES *(to support improvement in the areas identified as needing improvement including targeted PD)*

5. EVIDENCE *(How improvement will be assessed)*

Supervisor’s Comments:

Date outcome plan is to be evaluated by: _____

Principal’s Name (print) _____

Principal’s Signature _____ Date _____

Supervisor’s Name (print) _____

Supervisor’s Signature _____ Date _____

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

David J. [Signature] 11.12.14

Teachers Union President Signature: Date: 11/12/14

Carol Kilgallon

Administrative Union President Signature: Date: 11/13/14

Marilyn [Signature]

Board of Education President Signature: Date: 11/13/14

Benny [Signature]

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

A rectangular box containing a handwritten signature and a date. The signature appears to be "David J. [unclear]" and the date is "11/12/14".