



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

Commissioner of Education
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June 11, 2014

Revised

Russell J. Stewart, Superintendent
Center Moriches School District
529 Main Street
Center Moriches, NY 11934

Dear Superintendent Stewart:

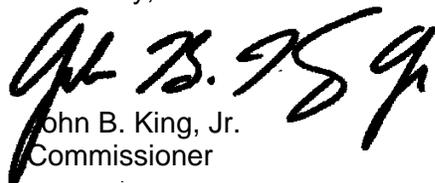
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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 Wednesday, November 13, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580233020000

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

580233020000

1.2) School District Name: CENTER MORICHES UFSD

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

CENTER MORICHES UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, June 05, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Center Moriches Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Center Moriches Developed 1st grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Center Moriches Developed 2nd grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards. Individual student targets will be set. Targets will be approved by school district administration. Each HEDI score will be assigned by determining what percentage of students achieved their targets as determined on the uploaded HEDI scale in review room part 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in extraordinary student academic growth beyond the expectations during the school year for all students in each classroom. 85-100% of students met or exceeded the Student Learning Objective Targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 65-84.9% of students met or exceeded the Student Learning Objective Targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 38%-64.9% of students met or exceeded the Student Learning Objective Targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 38.0% of students met or exceed the Student Learning Objective 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.

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Center Moriches Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Center Moriches Developed 1st grade Math Assessment
2	District, regional, or BOCES-developed assessment	Center Moriches Developed 2nd grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards. Individual student targets will be set. Targets will be approved by school district administration. Each HEDI score will be assigned by determining what percentage of students achieved their targets as determined on the uploaded HEDI scale in review room part 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in extraordinary student academic growth beyond the expectations during the school year for all students in each classroom. 85-100% of students met or exceeded the Student Learning Objective Targets.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 65-84.9% of students met or exceeded the Student Learning Objective Targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 38%-64.9% of students met or exceeded the Student Learning Objective Targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 38.0% of students met or exceed the Student Learning Objective 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	School- or BOCES-wide, group or team results based on State assessments	8th Grade State Science Assessment
7	School- or BOCES-wide, group or team results based on State assessments	8th Grade State Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Department-wide growth targets will be created measured off the standards of success for ESBOCES 8th grade Science Assessments average for the last three years and approved by administration. Teachers will obtain HEDI ratings dependent upon what percentage of their students meet or exceed the target. For grade 6 and 7, teachers will obtain HEDI ratings dependent upon what percentage of students school-wide meet or exceed the target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in extraordinary student academic growth beyond the expectations during the school year for all students in each classroom. 85-100% of students met or exceeded the program-wide target set by the ESBOCES three year average on the 8th Grade Science
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 65-84.9% of students met or exceeded the program-wide target set by the ESBOCES three year average on the 8th Grade Science Assessment.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 38%-64.9% of students met or exceeded the program-wide target set by the ESBOCES three year average on the 8th Grade Science Assessment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 38.0% of students met or exceed the Student Learning Objective Targets the program-wide target set by the ESBOCES three year average on the 8th Grade Science Assessment.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Center Moriches Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Center Moriches Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Center Moriches Developed 8th Grade Social Studies Assessment

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

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Grade-level growth targets will be created measured off the standards of success for Center Moriches Middle School Students on the 6th, 7th and 8th grade Social Studies final exams, averaged for the last three years and approved by administrators. Teachers will obtain HEDI ratings dependent upon what percentage of their students meet or exceed the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in extraordinary student academic growth beyond the expectations during the school year for all students in each classroom. 85-100% of students met or exceeded the program-wide target set by the Center Moriches three year average on the 6th, 7th and 8th grade Final exams.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 65-84.9% of students met or exceeded the program-wide target set by the Center Moriches three year average on the 6th, 7th and 8th grade Final exams.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 38%-64.9% of students met or exceeded the program-wide target set by the Center Moriches three year average on the 6th, 7th and 8th

grade Final exams.

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

The work of the teacher does not result in acceptable student academic growth. Fewer than 38% of students met or exceeded the program-wide target set by the Center Moriches three year average on the 6th, 7th and 8th grade Final exams.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Global History and Geography Regents

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.

Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing the ESBOCES Regents predictor software in the BARS system which calculates predicted scores utilizing past performance on state assessments which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards. Individual student targets will be set via the BARS Regents Score Projection tool and approved by school district administration. Each HEDI score will be assigned by determining what percentage of students achieved their targets as determined on the uploaded HEDI scale in review room part 2.11. For Global 1 teachers, HEDI points will be awarded based upon the percentage of each teacher's students (whom they taught in 9th grade Global 1) that met or exceeded their individual growth targets on the Global Regents exam at the end of 10th grade.

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

The work of the teacher results in extraordinary student academic growth beyond the expectations during the school year for all students in each classroom. 85-100% of students met or exceeded the Student Learning Objective Targets.

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

The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 65-84.9% of students met or exceeded the Student Learning Objective Targets.

Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 38%-64.9% of students met or exceeded the Student Learning Objective Targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 38.0% of students met or exceed the Student Learning Objective Targets.

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards. Individual student targets will be set. Targets will be approved by school district administration. Each HEDI score will be assigned by determining what percentage of students achieved their targets as determined on the uploaded HEDI scale in review room part 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in extraordinary student academic growth beyond the expectations during the school year for all students in each classroom. 85-100% of students met or exceeded the Student Learning Objective Targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 65-84.9% of students met or exceeded the Student Learning Objective Targets.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 38%-64.9% of students met or exceeded the Student Learning Objective Targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 38.0% of students met or exceed the Student Learning Objective Targets.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards. Individual student targets will be set. Targets will be approved by school district administration. Each HEDI score will be assigned by determining what percentage of students achieved their targets as determined on the uploaded HEDI scale in review room part 2.11. Beginning in 2013-14, when both the common core regents exam and 2005 standard Regents exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS guidelines. When students take a Common Core Regents exam and a 2005 standards regents exam for the same course, the higher scores will be used for teacher evaluation.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in extraordinary student academic growth beyond the expectations during the school year for all students in each classroom. 85-100% of students met or exceeded the Student Learning Objective Targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 65-84.9% of students met or exceeded the Student Learning Objective Targets.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 38%-64.9% of students met or exceeded the Student Learning Objective Targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 38% of students met or exceed the Student Learning Objective Targets.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Language Arts Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Language Arts Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Language Arts Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards. Individual student targets will be set. Targets will be approved by school district administration. Each HEDI score will be assigned by determining what percentage of students achieved their targets as determined on the uploaded HEDI scale in review room part 2.11. For ELA teachers in grades 9 and 10, HEDI points will be awarded based on the percent of students school-wide who have met or exceeded their individual targets on the NYS Comprehensive English Regents Exam.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in extraordinary student academic growth beyond the expectations during the school year for all students in each classroom. 85-100% of students met or exceeded the Student Learning Objective Targets.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 65-84.9% of students met or exceeded the Student Learning Objective Targets.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 38%-64.9% of students met or exceeded the Student Learning Objective Targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 38% of students met or exceed the Student Learning Objective Targets.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art 6-12	District, Regional or BOCES-developed	Center Moriches Developed Course specific curriculum Assessment in Art
8:1:1 Program K-12	State Assessment	NYS Alternate Assessment K-12
ESL K-12	State Assessment	NYSESLAT
LOTE 9, 11-12	District, Regional or BOCES-developed	Center Moriches developed course specific curriculum assessment in LOTE
LOTE 8	District, Regional or BOCES-developed	Long Island Regionally-developed Grade 8 LOTE Assessment
English 12	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents Examination
Art K-5	School/BOCES-wide/group/team results based on State	NYS Grade 4-5 ELA/Math Assessment
Music K-5	School/BOCES-wide/group/team results based on State	NYS Grade 4-5 ELA/Math Assessment
Reading Grade 6	State Assessment	NYS Grade 6 ELA Assessment
Physical Education K-5	School/BOCES-wide/group/team results based on State	NYS Grade 4-5 ELA/Math Assessment
Physical Education 6-12	District, Regional or BOCES-developed	Center Moriches Developed Grade-level specific Curriculum Assessment in Physical Education Grade Specific
Technology HS	District, Regional or BOCES-developed	Center Moriches Developed Course-specific Technology Curriculum Assessment
Music MS/HS	District, Regional or BOCES-developed	Center Moriches Developed Course-specific Music Curriculum Assessment
Family Consumer Science	District, Regional or BOCES-developed	Center Moriches Developed Course-Specific Family Consumer Science Curriculum Assessment
Health - Middle School	School/BOCES-wide/group/team results based on State	NYS Grade 8 Science Assessment
Health - High School	District, Regional or BOCES-developed	Center Moriches Developed Health Curriculum Assessment HS
LOTE 10	District, Regional or BOCES-developed	Long Island Regionally Developed Achievement Test Grade 10 LOTE
Social Studies 12	District, Regional or BOCES-developed	Center Moriches Developed Course Specific Curriculum 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	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards. Individual student targets will be set. Targets will be approved by school district administration and/or the CSE. Each HEDI score will be assigned by determining what percentage of students achieved their targets as determined on the uploaded HEDI scale in review room part 2.11. Art, Music and PE K-5, teacher's HEDI score will be awarded from the building-wide growth score provided by the state. MS Health teachers HEDI points will be awarded to a teacher based on the school-wide percentage of students meeting their individual growth targets on the NYS 8th grade Science Assessment. English 12 teacher's HEDI points will be awarded to a teacher based on the school-wide percentage of students meeting their individual growth targets on the NYS Comprehensive English Regents.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See upload 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See upload 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload 2.11.

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/12186/519586-TXEttx9bQW/HEDI 2013-4FINALtask 2_4.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher

with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, June 05, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 4th Grade ELA Performance Assessment
5	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 5th Grade ELA Performance Assessment
6	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 6th Grade ELA Performance Assessment
7	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 7th Grade ELA Performance Assessment
8	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 8th Grade ELA Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. For district developed assessments, the district will
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calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. A HEDI score will then be determined for the teacher based upon the average success index for students in the class.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3

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	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 4th Grade Math Performance Assessment
5	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 5th Grade Math Performance Assessment
6	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 6th Grade Math Performance Assessment
7	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 7th Grade Math Performance Assessment
8	5) District, regional, or BOCES–developed assessments	Center Moriches Developed 8th Grade Math Performance Assessment

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

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

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. For district developed assessments, the district will calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will
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be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. A HEDI score will then be determined for the teacher based upon the average success index for students in the class.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3

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/12149/519587-rhJdBgDruP/HEDI Task 3.1 and 3.2 after May.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	Center Moriches Developed Kindergarten ELA Performance Assessment
1	7) Student Learning Objectives	Center Moriches Developed 1st grade ELA Performance Assessment
2	7) Student Learning Objectives	Center Moriches Developed 2nd Grade ELA Performance Assessment
3	7) Student Learning Objectives	Center Moriches Developed 3rd Grade ELA Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. For teachers in grade K-3, student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. For district developed assessments, the district will calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. For grades K-3, HEDI scores will be generated based upon the average success index for students in a teacher’s class.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	Center Moriches Developed Kindergarten Math Performance Assessment
1	7) Student Learning Objectives	Center Moriches Developed 1st Grade Math Performance Assessment
2	7) Student Learning Objectives	Center Moriches Developed 2nd grade Math Performance Assessment
3	7) Student Learning Objectives	Center Moriches Developed 3rd grade Math Performance Assessment

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. For teachers in grade K-2, student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. For district developed assessments, the district will calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. For grades K-2, HEDI scores will be generated based upon the average success index for students in a teacher’s class. For grade 3, individual students will be given an individual growth target, approved by administration based upon baseline data. The teacher's HEDI will be determined by the percentage of students who achieved this target.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
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Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	Center Moriches Developed 6th Grade Science Assessment
7	7) Student Learning Objectives	Center Moriches Developed 7th Grade Science Assessment
8	7) Student Learning Objectives	Center Moriches Developed 8th Grade Science Assessment

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

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Grade-level growth targets on the Center Moriches Developed assessments will be created measured off the standards of success for Center Moriches Middle School Students on each grade level assessment in Science, averaged for the last three years, as approved by administration. Teachers will obtain HEDI ratings dependent upon what percentage of their students meet or exceed the targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

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	Center Moriches Developed Assessment in English Language Arts 6
7	5) District, regional, or BOCES–developed assessments	Center Moriches Developed Assessment in English Language Arts 7
8	5) District, regional, or BOCES–developed assessments	Center Moriches Developed Assessment in English Language Arts 8

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. For district developed assessments, the district will calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. For the Right Reason assessment, right reason will calculate the success index for the teacher. A HEDI score will then be determined for the teacher based upon the average success index for students School-Wide who are taking the Right Reason Student Assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	Center Moriches Created Global Studies 1 Assessment
Global 2	7) Student Learning Objectives	New York State Regents Examination in Global History and Geography
American History	7) Student Learning Objectives	New York State Regents Exam in U.S. History and Government

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. For district developed assessments, and Regents Exams, the district will calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. A HEDI score will then be determined for the teacher based upon the average success index for students in the class.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	New York State Regents Exam in the Living Environment

Earth Science	7) Student Learning Objectives	New York State Regents Exam in the Physical Setting/Earth Science
Chemistry	7) Student Learning Objectives	New York State Regents Exam in the Physical Setting/Chemistry
Physics	7) Student Learning Objectives	New York State Regents Exam in the Physical Setting/Physics

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. For district developed assessments, and Regents Exams, the district will calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. A HEDI score will then be determined for the teacher based upon the average success index for students in the class.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	New York State Regents Exam in Integrated Algebra and New York State Regents Exam in Common Core Algebra
Geometry	7) Student Learning Objectives	New York State Regents Exam in Geometry

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.

Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. For district developed assessments, and Regents Exams, the district will calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. A HEDI score will then be determined for the teacher based upon the average success index for students in the class. Beginning in 2013-14, when both the common core regents exam and 2005 standard Regents exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS guidelines. When students take a Common Core Regents exam and a 2005 standards Regents exam for the same course, the higher scores will be used for teacher evaluation.

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

See upload 3.13

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

See upload 3.13

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

See upload 3.13

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

See upload 3.13

3.11) High School English Language Arts

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

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

Locally-Selected Measure from List of Approved Measures

Assessment

Grade 9 ELA	7) Student Learning Objectives	Center Moriches Developed 9th Grade ELA Assessment
Grade 10 ELA	7) Student Learning Objectives	Center Moriches Developed 10th Grade ELA Assessment
Grade 11 ELA	7) Student Learning Objectives	New York State Comprehensive English Regents Exam

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. For district developed assessments, and Regents Exams, the district will calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. A HEDI score will then be determined for the teacher based upon the average success index for students in the class.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art 6-12	7) Student Learning Objectives	Center Moriches Developed course specific art performance assessment

Technology 6-12	7) Student Learning Objectives	Center Moriches Developed course specific Technology performance assessment
Physical Education 6-12	7) Student Learning Objectives	Center Moriches Developed course specific physical education performance assessment
Music 6-12	7) Student Learning Objectives	Center Moriches Developed course specific music performance assessment
English 12 and Social Studies 12	7) Student Learning Objectives	Center Moriches Developed Grade 12 Graduation Research portfolio assessment
Art K-5	7) Student Learning Objectives	Center Moriches Developed Grade-level specific art performance assessment
Music K-5	7) Student Learning Objectives	Center Moriches Developed Grade-level specific music performance assessment
ESL 9-12	3) Teacher specific achievement/growth score computed locally	NYSESLAT
Physical Education K-5	7) Student Learning Objectives	Center Moriches grade-level specific developed K-5 physical education performance assessment
ESL 3-8	3) Teacher specific achievement/growth score computed locally	New York State ELA Assessment Grades 3-8
8:1:1	5) District/regional/BOCES–developed	Center Moriches Developed Course specific Individual Performance Assessment
LOTE 8-12	7) Student Learning Objectives	Center Moriches Developed Course specific Language Writing Assessments Gr 8-12
Family Consumer Science	7) Student Learning Objectives	Center Moriches Developed 7th grade FACS performance assessment
Health - Middle School	7) Student Learning Objectives	Center Moriches Developed 7th grade Health Assessment
Health - High School	7) Student Learning Objectives	Center Moriches Developed 10th grade Health Performance Assessment

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

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

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards. Individual student targets will be set. Targets will be approved by school district administration. Each HEDI score will be assigned by determining what percentage of students achieved their targets as determined on the uploaded HEDI scale in review room. Process for NYSESLAT courses is outlined in upload 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or	See upload 3.13

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13

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/12149/519587-y92vNseFa4/HEDI 2013-4FINALtask 3 UPDATED MAY.docx

3.14) Locally Developed Controls

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

Not applicable

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.

Each teacher with more than one locally selected measure will be assessed individually for each measure and then multiplied by the percentage of students in their case load accounted for by each measure. The resulting measure will be scaled from 0-15 or 0-20 dependent upon their caseload. Normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, June 09, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

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

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

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Multiple Measures of Teaching Efficacy (60 Points)

Beginning with the 2010-11 school year, every certificated member of the Center Moriches School District (inclusive of all classroom teachers) was evaluated using a rubric-based evaluation adopted from Charlotte Danielson's 2007 Framework for Teaching. This rubric utilizes a four point rating scale; Highly Effective, Effective, Developing and Ineffective (HEDI) as per NYSED regulations. As this was only utilized as an observation tool, the entire rubric was not implemented. In order to meet the statute, the rubric in its entirety, which is a New York State approved teacher practice rubric, would be utilized to annually measure all New York State Teaching Standards. Evaluations of classroom teachers are to be based on multiple measures, aligned with the New York State Teaching Standards. Any of the Teaching Standards not addressed in classroom observation must be assessed at least once per year through one or more of the following structured activities: Structured review of student work, and/or teacher artifacts, that are produced by the teacher and presented to a the teacher's principle evaluator. The Framework for Teaching is aligned to the New York State Teaching Standards. The Framework consists of 4 Domains of professional practice; Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibility. Domains 2 and 3 are structured to be visible to administrators when in a teacher's classroom. In order to collect data and evidence of

practice that is representative of a teacher's entire body of work, multiple observations by a trained administrator are essential. For tenured teachers who are not on a Professional Improvement Plan, a maximum of 2 full-period observations with additional shorter time period walk-throughs are necessary for any administrator to be able to collect unbiased evidence to get a true indication of a teacher's professional practice. At least one of the full-period observations will be unannounced. In order to ascertain evidence for Domain 1, either a pre-observation conference or other evidence of planning and preparation, as produced and presented by the teacher to an administrator, will be necessary. 40 points in the 60 point classroom observation allocation would be designated to the critical competences as evidenced by classroom observations focused on evidence of Domains 2 and 3. The last formal and/or informal observation will occur no later than May 31st, unless agreed to by the teacher being observed. The other 20 points of the 60 point classroom observation allocation will be focused on Domain 1 and Domain 4 as evidenced by a collection of artifacts created by teachers and submitted to administration upon request of the administrator to ensure all standards are being measured. Full-period observations will be followed up with a post-observation conference in a timely fashion but always within 10 school days following the full period observation. The teacher will acknowledge that he or she has participated in a post-observation conversation by signing the copy to be filed. Evidence collected in each observation and coded to the Danielson running record can be made available to the teacher, upon request, no sooner than 10 days after the post-observation conference. Evidence is gathered over the length of the school year, mapped to the domain and component level and finally rated on the entire body of gathered evidence at the end of each school year. Each teacher will be responsible for the creation and implementation and reflection upon an Individual Professional Development Plan, in collaboration with his/her administrator to set professional growth goals for each year as well as the maintenance of the log of Professional Development activities to provide evidence for Domain 4. All 60 points are being attributed to the Danielson rubric. 10 points each are assigned to Domains 1 & 4. This is calculated by giving the teacher 4.5 points for Highly Effective Evidence, 4.0 for Effective Evidence, 3.0 for Developing evidence, 2.0 for Ineffective evidence, and 0 for No evidence gathered, for each component in each domain. The totals are divided by the maximum points allowed for the domain and then multiplied by 10. 20 points each are assigned to Domains 2 and 3. This is calculated by giving the teacher 4.5 points for Highly Effective evidence, 4.0 for Effective evidence, 3.0 for Developing evidence, 2.0 for Ineffective evidence and 0 for No evidence, gathered for each component in each domain. The totals are divided by the maximum points allowed for the domain and then multiplied by 20. Normal rounding rules apply. In no case will the rounding apply to push a teacher into a different scoring band. The 4 individual domain scores are then added together to determine the final other measures subcomponent score. If every piece of evidence gathered in any one domain is deemed to be ineffective, the domain in question will be evaluated at a zero (0).

Range of Scores is as follows:

HE – 60 points

E - 42-59 points

D - 22-41 points

I - 0-21 points

The CMTA agrees that this APPR Plan, having been duly negotiated with the current Administration, will remain in effect for the duration of the current contractual bargaining agreement, currently through June 30, 2016, and will be the only plan in effect as per education law 3012c, however, may be subject to re-negotiation if there is a change in either the state statute, legal or NYSED guidance, or in the Superintendency.

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.

(No response)

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 performing at this level are master teachers who make a contribution to the field both in and outside of their classroom. Their classrooms operate at a qualitatively different level from other teachers. His/her classroom consists of a community of learners, with students highly motivated and engaged, assuming considerable responsibility for their own learning. This quantifies in the multiple measures of teacher practice as Highly Effective

and is given 60 points.

Effective: Overall performance and results meet NYS Teaching Standards.

The teacher performing at this level clearly understands the concepts underlying the fundamental practices associated with best research-based teaching practices and implements them well. Teachers performing at the Effective level have mastered the work of teaching while working to improve their practice and student success. They serve as resources to other teachers and actively participate in the professional community. This quantifies in the multiple measures of teaching practices in the Effective Range of 42-59 points.

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

The teacher performing at this level appears to understand the concepts underlying the fundamental practices associated with best research-based teaching practices however implementation is sporadic, intermittent or otherwise not entirely successful. This quantifies in the multiple measures of teaching practices in the Developing Range of 22-41 points.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

Teacher does not yet appear to understand, nor can he/she apply the concepts and fundamental practices associated with best research-based teaching practices. In some areas of practice performance at this level represents teaching that is below the licensing standard of "do no harm." This quantifies in the multiple measures of teaching practices in the Ineffective Range of 0-21 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	60
Effective	42-59
Developing	22-41
Ineffective	0-21

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	3
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?

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	0
Informal/Short	2
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, November 18, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	60
Effective	42-59
Developing	22-41
Ineffective	0-21

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 Tuesday, June 03, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/519590-Df0w3Xx5v6/EXAMPLE TIP -.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

At the request of the employee receiving a Developing or Ineffective rating, Annual Professional Performance Reviews conducted pursuant to NYSED requirements and this Agreement, may be appealed to the next level of supervision up to and including, but not beyond, the Superintendent of Schools.

Neither probationary teachers, nor principals will be afforded the opportunity to appeal their APPR, however, they may submit a written rebuttal to the APPR evaluation, which will be attached to the evaluation and placed in the teacher's personnel file.

To the extent that a tenured teacher wishes to challenge a performance review that is at the Developing or Ineffective level; the Center Moriches School District will entertain appeals in the following manner:

Level One: Appeal to committee. The teacher, within 10 school days of issuance of the performance review, will request to his/her immediate supervisor, in writing, a committee review. The failure to file an appeal request within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the teacher must submit a detailed written description of the subcomponent(s) that the teacher is challenging as well as a detailed description of the specific areas of disagreement over his or her performance review. In the appeal request, the teacher should also specify whether he/she would like to meet with the committee to discuss the appeal. The performance review plan being challenged must also be submitted with the appeal by the teacher. Any information not submitted at the time the appeal is filed shall not be considered. The committee shall be made up of two administrators who are not the teacher's direct supervisor and two members of the Center Moriches Teachers Association, appointed by the CMTA. The committee will convene to look over the evidence submitted by the teacher. The committee will render a decision in writing to the teacher within 15 working days of the original appeal.

Level Two: Appeal to the Superintendent. The teacher, within 10 school days of receiving the decision of the appeal committee, may request an appeal in writing to the Superintendent. The failure to file an appeal request within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the teacher must submit a detailed written description of the subcomponent(s) that the teacher is challenging as well as a detailed description of the specific areas of disagreement over his or her performance review. The performance review plan being challenged must also be submitted by the teacher with the appeal. In the appeal request, the teacher should also specify whether he/she would like to meet with the Superintendent to discuss the appeal. The Superintendent will review the evidence and render a decision in writing within 15 working days of the receipt of the request. All decisions rendered by the Superintendent are final and binding and no further appeals are permitted.

The level two appeal process for teachers may be subject to mandatory bargaining upon change of personnel in the office of the Superintendent. If changes occur, the plan in its entirety will be submitted to and subject to review by the State Education Department.

Under Education Law §3012-c, a teacher may only challenge:

- the substance of the annual professional performance review;
- the school districts or board of cooperative educational services adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- the adherence to the Commissioner's regulations, as applicable to such reviews; and
- compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews; under Education Law §3012-c.

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

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

The Center Moriches School District will ensure that all evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by duly trained administrator Network Team Equivalent members or by Eastern Suffolk BOCES Network Team members and then turn keyed to each of our evaluators. Evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- New York State Teaching Standards and ISLLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

The Center Moriches School District has already reviewed data and begun training evaluators on issues related to evidence-based observations, utilization of the chosen observational rubric, New York State Teaching Standards, Scoring methodologies used to evaluate teachers and inter-rater reliability. Center Moriches Schools will continue to develop a process to ensure that evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis by professional development specific to the above nine elements.

As a district with a Network Team Equivalent, the Deputy Superintendent has been present at every RTTT Network Team Institute in Albany, NY. Once returned to the district, the Deputy Superintendent has turn-key trained all teacher supervisors in each of the nine

elements above. This training has commenced during the school year in both half-day and full-day training and will continue in the summer with a 5 day institute whereby inter-rater reliability will be assured by utilizing video-taped observations and subsequently utilizing live instructional rounds when the teachers return to teaching in September.

Recertification of teacher supervisors will be by workshops either held in district each year or at ESBOCES. This will involve calibration and inter-rater reliability training.

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,	Checked
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no later than the last school day of the school year for which the teacher or principal is being measured.	
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Monday, November 18, 2013

Page 1

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	No principals fall under the SLO guidelines
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, June 05, 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).

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Center Moriches Developed Student Assessments in ELA and Math Grades K-5
6-8	(d) measures used by district for teacher evaluation	Center Moriches Developed Student Assessments in ELA and Math Grades 6-8
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year Graduation Rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For the Elementary and Middle School Principals, student growth will be measured utilizing a ratio of the amount of growth that can occur against the amount of growth that did occur – the success index. Center Moriches Schools will calculate the success index. For example, if a student receives a score of 55 on the pre-test and 75 on the post test, the ratio will be calculated by dividing the total amount of growth between the two tests (20) by the total possible amount of growth from pre-test score (45). In this example, the ratio would be .444. A HEDI score will then be determined for the principal based upon the average success index for students in the building. The High School Principal will receive a HEDI score based upon what percentage of students who graduate within 4 years of their enrollment in the 9th grade cohort.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload below.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload below.

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

See upload below.

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

See upload 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/12190/519592-qBFVOWF7fC/HEDI 2013-4FINALtask 8 principals with changes.docx

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

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

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a 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)

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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, March 07, 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

All 60 points are being attributed to the MPPR rubric. Evidence of attributes of each domain are gathered during multiple site visits, discussions and/or portfolio evaluation. Evidence is mapped to each of the 6 domains on the MPPR rubric. At the end of the school year, all evidence is evaluated from the multiple evidence gathering sessions as one global body of work. 5 points each are assigned to Domains 1, 4, 5 & 6. This is calculated by giving the principal 4.5 points for Highly Effective Evidence, 4.0 for Effective Evidence, 3.0 for Developing evidence, 2.0 for Ineffective evidence, and 0 for No evidence gathered, for each component in each domain. The totals are divided by the maximum points allowed for the domain and then multiplied by 5. Normal rounding rules will apply. 20 points each are assigned to Domains 2 and 3. This is calculated by giving the principal 4.5 points for Highly Effective evidence, 4.0 for Effective evidence, 3.0 for Developing evidence, 2.0 for Ineffective evidence and 0 for No evidence, gathered for each component in each domain. The totals are divided by the maximum points allowed for the domain and then multiplied by 20. Normal rounding rules will apply. Rounding will not permit the principal to move from one HEDI rating band to another. The 6 individual domain scores are then added together to determine the final other measures subcomponent score. If all evidence gathered in any given domain is deemed to be ineffective practice, the domain will be scored as a zero.

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/12205/519593-pMADJ4gk6R/Principal eval workbook.xlsx

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.	Principals performing at this level are master educators who make a contribution to the field both in and outside of their schools. Their schools operate at a quantitatively different level from other principals. His/her school consists of a community of learners, with students and teachers who are highly motivated and engaged, assuming considerable responsibility for their own growth and development. This quantifies in the multiple measures of Principal practice rubric as Highly Effective and is given 60 points.
Effective: Overall performance and results meet standards.	Principals performing at the Effective level have mastered the work of administration to improve their practice and teacher success. They serve as resources to other administrators and actively participate in the professional community. The quantifies in the multiple measures of Principal practices in the Effective range of 42-59 points.
Developing: Overall performance and results need improvement in order to meet standards.	The Principal performing at this level appears to understand the concepts underlying the fundamental practices associated with administration however the implementation is sporadic, intermittent or otherwise not entirely successful. This quantifies in the multiple measures of Principal practices in the Developing range of 22-41 points.
Ineffective: Overall performance and results do not meet standards.	Principal does not yet appear to understand, nor can he/she apply the concepts and fundamental practices associated with administration. In some areas of practice performance at this level represents administration that is below the standard of "do no harm". This quantifies in the multiple measures of teaching practices in the Ineffective range at 0-21 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60
Effective	42-59
Developing	22-41
Ineffective	0-21

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

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 Monday, February 10, 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	60
Effective	42-59
Developing	22-41
Ineffective	0-21

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 Thursday, May 01, 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/12168/519595-Df0w3Xx5v6/2680855-Principal Improvement Plan.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:

At the request of the employee receiving a Developing or Ineffective rating, Annual Professional Performance Reviews conducted pursuant to NYSED requirements and this Agreement, may be appealed to the next level of supervision up to and including, but not beyond, the Superintendent of Schools.

To the extent that a tenured principal wishes to challenge a performance review that is at the Developing or Ineffective level; the Center Moriches School District will entertain appeals in the following manner:

Principal Appeal to the Superintendent. The Principal, within 10 school days of receiving their final composite score may request an appeal in writing to the Superintendent. The failure to file an appeal request within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the principal must submit a detailed written description of the subcomponent(s) that the principal is challenging as well as a detailed description of the specific areas of disagreement over his or her performance review. The performance review plan being challenged must also be submitted by the Principal with the appeal. In the appeal request, the Principal should also specify whether he/she would like to meet with the Superintendent to discuss the appeal. The Superintendent will review the evidence and render a decision in writing within 15 working days of the receipt of the request. All decisions rendered by the Superintendent are final and binding and no further appeals are permitted

The appeal process for principals will be subject to mandatory bargaining upon change of personnel in the office of the Superintendent. If any change occurs, this plan, in its entirety will be subject to submission and review by the State Education Department.

Under Education Law §3012-c, a principal may only challenge:

- the substance of the annual professional performance review;
- the school districts or board of cooperative educational services adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- the adherence to the Commissioner's regulations, as applicable to such reviews; and
- compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews; under 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.

7. Evaluator Training

The Center Moriches School District will ensure that all evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by duly trained administrators Network Team Equivalent members or by Eastern Suffolk BOCES Network Team members and then turn keyed to each of our evaluators. Evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- New York State Teaching Standards and ISLLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

The Center Moriches School District has sent the Deputy Superintendent to all of the Network Team Institutes in Albany, NY for training by the State Education Department. Continued training and recertification will be accomplished either through continued attendance at the NTI workshops and/or receiving turn-key training at ESBOCES by trainers having been trained at subsequent NTI workshops. As there is only one evaluator of principals in the district, inter-rater reliability is not an issue. Original certification for lead evaluators will be a minimum of 3 days training.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Monday, June 09, 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/12158/519596-3Uqgn5g9Iu/June 2014 certification for APPR.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.

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
96-100	91-95.9%	85-90.9%	83-84.9%	80-82.9%	77-79.9%	75-76.9%	73-74.9%	71-72.9%	69-70.9%	67-68.9%	65%-66.9%	62%-64.9%	57%-61.9%	53%-56.9%	48%-52.9%	43%-47.9%	38%-42.9%	33%-37.9%	26%-32.9%	0-25.9%

Figure 1. HEDI for Tasks: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 ,

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
24-25	23	22	20-21	18-19	16-17	15	14	13	12	11	10	8-9	7	6	5	4	3	2	1	0

Figure 2. HEDI for Tasks: 2.10 Converting NYSED State “Value-added number” to “state” 20

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
3.9-4.0	3.7-3.8	3.5-3.6	3.4	3.3	3.1-3.2	3.0	2.9	2.8	2.7	2.6	2.5	2.3-2.4	2.1-2.2	1.9-2.0	1.7-1.8	1.6	1.5	1.3-1.4	1.1-1.2	0.0-1.0

Figure 8. HEDI Criteria for NYSESLAT Students will be calculated as follows for the state score:

State score: Individual Student Growth Targets are set utilizing baseline data from prior year NYSESLAT exams and are all approved by Administration. Four points will be assigned for students whose raw score exceeds the target, three points will be assigned to those students who meet the target, two points will be assigned to students whose scores are lower than their target, but who maintain their current assessment level, while one point will be awarded to those whose scores decline and drop a level (1-4 range). These points will be averaged, and the resulting average corresponds to a HEDI according to the chart, as assigned by the district:

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
.353+	.300-.352	.287-.299	.274-.286	.262-.273	.250-.261	.239-.249	.229-.238	.208-.228	.187-.207	.166-.186	.145-.165	.135-.144	.102-.134	.068-.101	0-.067

Figure 1. HEDI for Task 3.1 grades 4 & 5 and 3.2 grades 4&5 with value added state score

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
.394+	.358-.393	.339-.357	.318-.338	.297-.317	.279-.296	.254-.278	.228-.253	.216-.227	.204-.215	.192-.203	.181-.191	.168-.180	.160-.167	.152-.159	0-.151

Figure 2. HEDI for Task 3.1 grades 6-8 and 3.2 grades 6-8 with value added state 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
.353+	.327-.352	.300-.326	.292-.299	.283-.291	.275-.282	.267-.274	.259-.266	.251-.258	.243-.250	.235-.242	.229-.234	.214-.228	.198-.213	.182-.197	.166-.181	.151-.165	.135-.150	.102-.134	.068-.101	0-.067

Figure 3. HEDI for Task 3.1 grades 4 & 5 and 3.2 grades 4 & 5

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
.394+	.379-.393	.358-.378	.340-.357	.324-.339	.308-.323	.294-.307	.280-.293	.266-.279	.252-.265	.240-.251	.228-.239	.216-.227	.206-.215	.196-.205	.186-.195	.176-.185	.168-.175	.160-.167	.152-.159	0-.151

Figure 4. HEDI for Task 3.1 grades 6-8 and 3.2 grades 6-8

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
96-100	91-95.9%	85-90.9%	83-84.9%	80-82.9%	77-79.9%	75-76.9%	73-74.9%	71-72.9%	69-70.9%	67-68.9%	65%-66.9%	62%-64.9%	57%-61.9%	53%-56.9%	48%-52.9%	43%-47.9%	38%-42.9%	33%-37.9%	26%-32.9%	0-25.9%

Figure 1. HEDI for Tasks: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 , 3.5 grade 3 only, 3.6 and 3.12

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
3.9-4.0	3.7-3.8	3.5-3.6	3.4	3.3	3.1-3.2	3.0	2.9	2.8	2.7	2.6	2.5	2.3-2.4	2.1-2.2	1.9-2.0	1.7-1.8	1.6	1.5	1.3-1.4	1.1-1.2	1.0

Figure 2. HEDI Criteria for NYSESLAT Students will be calculated as follows for local score:

Local Score: All students' scores on the NYSESLAT within each teacher's class will be added together and divided by the number of students in the class. This average will be utilized to give the teacher the HEDI for that class.

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
.394+	.379- .393	.358- .378	.340- .357	.324- .339	.308- .323	.294- .307	.280- .293	.266- .279	.252- .265	.240- .251	.228- .239	.216- .227	.206- .215	.196- .205	.186- .195	.176- .185	.168- .175	.160- .167	.152- .159	0- .151

Figure 3. HEDI Criteria for 3.7

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
.450+	.420- .449	.380- .419	.370- .379	.360- .369	.350- .359	.340- .349	.330- .339	.320- .329	.310- .319	.300- .309	.295- .299	.289- .294	.266- .288	.243- .265	.220- .242	.196- .219	.172- .195	.114- .171	.107- .113	0- .106

Figure 4. HEDI for tasks: 3.8, 3.9, 3.10, 3.11

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
.353+	.327- .352	.300- .326	.292- .299	.283- .291	.275- .282	.267- .274	.259- .266	.251- .258	.243- .250	.235- .242	.229- .234	.214- .228	.198- .213	.182- .197	.166- .181	.151- .165	.135- .150	.102- .134	.068- .101	0- .067

Figure 5. HEDI for Task 3.4 grades K-3 and 3.5 grades K-2 only

Teacher Improvement Plan

Name _____ School _____

School year plan is based on _____ Assignment: _____

Ensuing School Year _____ Grade/Subject: _____

Date of Related APPR _____ Score on APPR _____

Date of TIP Conference _____

Area(s) Needing Improvement	Action Plan (Detail Steps to be taken)	Timeline for completion	Evidence

Date(s) and times of follow-up meetings:

1st quarter _____ 2nd quarter _____ 3rd quarter _____ 4th quarter _____

Teacher's comments:

Administrator's comments:

Date outcome is to be evaluated by: _____

Teacher's signature _____ Date _____

Administrator name _____ Title _____

Administrator's signature _____ Date _____

Teacher Improvement Plan Evaluation

Name _____ School _____

School year plan is based on _____ School Year Evaluation is based on _____

Date of TIP Conference _____

Area(s) Needing Improvement	Action Plan (Detail Steps to be taken)	Satisfactory Progress		Action Steps completed	
		YES	NO	YES	NO

TIP Satisfied? _____ YES _____ NO. If no, recommendations must be specified below:

Administrator's comments and recommendations:

Teacher's signature _____ Date _____

Administrator name _____ Title _____

Administrator's signature _____ Date _____

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
96%-100	91%-95.9%	85%-90.9%	83%-84.9%	80%-82.9%	77%-79.9%	75%-76.9%	73%-74.9%	71%-72.9%	69%-70.9%	67%-68.9%	65%-66.9%	62%-64.9%	57%-61.9%	53%-56.9%	48%-52.9%	43%-47.9%	38%-42.9%	33%-37.9%	26%-32.9%	0-25.9%

Figure 1. HEDI for Task 8.1 High School Principal.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
93% +	85%-92.9%	83%-84.9%	80%-82.9%	77%-79.9%	74%-76.9%	69%-73.9%	65%-68.9%	60%-64.9%	54%-59.9%	49%-53.9%	44%-48.9%	38%-43.9%	33%-37.9%	26%-32.9%	0-25.9%

Figure 2. HEDI for Task 8.1 for High School Principal with valued added state 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
.394+	.379-.393	.358-.378	.340-.357	.324-.339	.308-.323	.294-.307	.280-.293	.266-.279	.252-.265	.240-.251	.228-.239	.216-.227	.206-.215	.196-.205	.186-.195	.176-.185	.168-.175	.160-.167	.152-.159	0-.151

Figure 3. HEDI for Task 8.1 for Middle School Principal.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
.394+	.358-.393	.339-.357	.318-.338	.297-.317	.279-.296	.254-.278	.228-.253	.216-.227	.204-.215	.192-.203	.181-.191	.168-.180	.160-.167	.152-.159	0-.151

Figure 4. HEDI for Task 8.1 for Middle School Principal with value added state 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
.353+	.327-.352	.300-.326	.292-.299	.283-.291	.275-.282	.267-.274	.259-.266	.251-.258	.243-.250	.235-.242	.229-.234	.214-.228	.198-.213	.182-.197	.166-.181	.151-.165	.135-.150	.102-.134	.068-.101	0-.067

Figure 5. HEDI for Task 8.1 for Elementary School Principal

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
.353+	.300-.352	.287-.299	.274-.286	.262-.273	.250-.261	.239-.249	.229-.238	.208-.228	.187-.207	.166-.186	.145-.165	.135-.144	.102-.134	.068-.101	0-.067

Figure 6. HEDI for Task 8.1 for Elementary School Principal with value added state score

Calculation of 60 Point Multiple Measures:

Principal

Domain 1: Shared Vision of Learning

Component	Rating					Point Value				
	No Evidence	Ineffective	Developing	Effective	Highly Effective	No Evidence	Ineffective	Developing	Effective	Highly Effective
Culture						0	0	0	0	0
Sustainability						0	0	0	0	0
Rating for Domain 1: Shared Vision of Learning:					0					

Domain 2: School Culture and Instructional Practice

Component	Rating					Point Value				
	No Evidence	Ineffective	Developing	Effective	Highly Effective	No Evidence	Ineffective	Developing	Effective	Highly Effective
Culture						0	0	0	0	0
Instructional Program						0	0	0	0	0
Capacity Building						0	0	0	0	0
Sustainability						0	0	0	0	0
Strategic Planning Process						0	0	0	0	0
Rating for Dom. 2: School Culture & Instructional Practice:					0					

Domain 3: Safe, Efficient, Effective Learning Environment

Component	Rating					Point Value				
	No Evidence	Ineffective	Developing	Effective	Highly Effective	No Evidence	Ineffective	Developing	Effective	Highly Effective
Capacity Building						0	0	0	0	0
Culture						0	0	0	0	0
Sustainability						0	0	0	0	0
Instructional Program						0	0	0	0	0
Rating for Dom. 3: Safe, Efficient, Effective Learning Env.:					0					

Domain 4: Community

Component	Rating					Point Value				
	No Evidence	Ineffective	Developing	Effective	Highly Effective	No Evidence	Ineffective	Developing	Effective	Highly Effective
Strategic Planning Process: Inquiry						0	0	0	0	0
Culture						0	0	0	0	0
Sustainability						0	0	0	0	0
Rating for Domain 4: Community:					0					

Domain 5: Integrity, Fairness, Ethics

Component	Rating					Point Value				
	No Evidence	Ineffective	Developing	Effective	Highly Effective	No Evidence	Ineffective	Developing	Effective	Highly Effective
Sustainability						0	0	0	0	0
Culture						0	0	0	0	0
Rating for Domain 5: Integrity, Fairness, Ethics:					0					

Domain 6: Political, Social, Economic, Legal and Cultural Context

Component	Rating					Point Value				
	No Evidence	Ineffective	Developing	Effective	Highly Effective	No Evidence	Ineffective	Developing	Effective	Highly Effective
Sustainability						0	0	0	0	0
Culture						0	0	0	0	0
Rating for Domain 6:					0					

Principal Improvement Plan

Name _____ School _____

School year plan is based on _____

Date of Related APPR _____ Score on APPR _____ Date of PIP Conference _____

Area(s) Needing Improvement	Goal	Action Plan (Detail Steps to be taken)	Timeline for completion	Evidence

Date(s) and times of follow-up meetings:

1st quarter _____ 2nd quarter _____ 3rd quarter _____ 4th quarter _____

Principal's comments:

Administrator's comments:

Date outcome is to be evaluated by: _____

Principal's signature _____ Date _____

Administrator name _____ Title _____

Administrator's signature _____ Date _____

Principal Improvement Plan Evaluation

Name _____ School _____

School year plan is based on _____ School Year Evaluation is based on _____

Date of PIP Conference _____

Area(s) Needing Improvement	Goal	Action Plan (Detail Steps to be taken)	Satisfactory Progress		Action Steps completed	
			YES	NO	YES	NO

PIP Satisfied? _____ YES _____ NO. If no, recommendations must be specified below:

Administrator's comments and recommendations:

Principal's signature _____ Date _____

Administrator name _____ Title _____

Administrator'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 TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 6/9/14
 Russell Stewart

Teachers Union President Signature: Date: 6/9/14
 Mark K... (handwritten signature)

Administrative Union President Signature: Date: 6/9/14
 Jerry Thode

Board of Education President Signature: Date: 6/9/14
 Andy R. Turkington