



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

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

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

June 13, 2014

Revised

Dr. Craig Carr, Superintendent
Central Islip Union Free School District
50 Weeler Road
Central Islip, NY 11722

Dear Superintendent Carr:

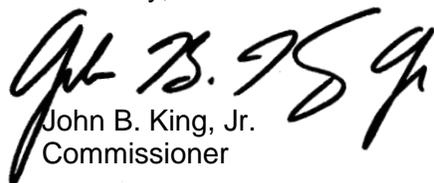
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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 Friday, February 28, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

580513030000

1.2) School District Name:

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

Central Islip Union Free School District

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 Tuesday, June 10, 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 | School-or BOCES-wide, group or team results based on State assessments | NYS Grades 4-5 ELA/Math Assessments |
| 1 | School-or BOCES-wide, group or team results based on State assessments | NYS Grades 4-5 ELA/Math Assessments |
| 2 | School-or BOCES-wide, group or team results based on State assessments | NYS Grades 4-5 ELA/Math Assessments |

| | 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.

Kindergarten: HEDI points will be awarded to a teacher based on the state provided growth score for each elementary building using the assessments listed above.
 For Grades 1 & 2, HEDI points will be awarded to a teacher based on the state provided growth score for the individual building using the assessments listed above.
 Grade 3: Students will be given a pretest at the beginning for a baseline, an individual growth target will be set by the district using various forms of baseline data. HEDI points will be allocated based on the percentage of the students in the class meeting or exceeding the targeted growth.

In the event that the value added model is being used, the score will be adjusted from 25 to 20 points.

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| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | For K-2 See Attached Grade 3: A teacher will be rated highly effective if 80%-100% of students reach the growth target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | For K-2 See Attached Grade 3: A teacher will be rated effective if 40%-79% of students reach the growth target. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | For K-2 See Attached Grade 3: A teacher will be rated developing if 16%-39% of students reach the growth target. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | For K-2 See Attached Grade 3: A teacher will be rated ineffective is 0%-15% of students reach the growth target. |

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 | School-or BOCES-wide, group or team results based on State assessments | NYS Grades 4-5 ELA/Math Assessments |
| 1 | School-or BOCES-wide, group or team results based on State assessments | NYS Grades 4-5 ELA/Math Assessments |
| 2 | School-or BOCES-wide, group or team results based on State assessments | NYS Grades 4-5 ELA/Math Assessments |

| | 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. | <p>Kindergarten: HEDI points will be awarded to a teacher based on the state provided growth score for each elementary building using the assessments listed above.</p> <p>For Grades 1 & 2, HEDI points will be awarded to a teacher based on the state provided growth score for the individual building using the assessments listed above.</p> <p>Grade 3: Students will be given a pretest at the beginning for a baseline, an individual growth target will be set by the district using various forms of baseline data. HEDI points will be allocated based on the percentage of the students in the class meeting or exceeding the targeted growth.</p> <p>In the event that the vale added model is being used, the score will be adjusted from 25 to 20 points.</p> |
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| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | For K-2 See Attached Grade 3: A teacher will be rated highly effective if 80%-100% of students reach the growth target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | For K-2 See Attached Grade 3: A teacher will be rated effective if 40%-79% of students reach the growth target. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | For K-2 See Attached Grade 3: A teacher will be rated developing if 16%-39% of students reach the growth target. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | For K-2 See Attached Grade 3: A teacher will be rated ineffective is 0%-15% of students reach the growth target. |

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 | NYS Grades 6-8 ELA/Math Assessments |
| 7 | School- or BOCES-wide, group or team results based on State assessments | NYS Grades 6-8 ELA/Math Assessments |
| | 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.

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| 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. | Grade 8: Student's pretest scores will be compared to the final assessment score in order to determine the student's annual growth. HEDI points will be allocated to the teacher based on the percentage of students meeting or exceeding the individual students targeted growth set by the district and approved by the administrator using baseline data. For Grades 6-7, HEDI points will be awarded to a teacher based on the state provided growth score for the individual building using the assessments listed above. In the event that the value added model is being used, the score will be adjusted from 25 to 20 points. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | For 6-7 See Attached For Grade 8 A teacher will be rated highly effective if 80% - 100% of teachers' students reach the targeted growth level. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | For 6-7 See Attached For Grade 8 A teacher will be rated effective if 40 – 79% of teachers' students reach the targeted growth level. |

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| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | For 6-7 See Attached For Grade 8 A teacher will be rated developing if 16% - 39% of teachers' students reach the targeted growth level. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | For 6-7 See Attached For Grade 8 A teacher will be rated ineffective if 0 – 15% of teachers' students reach the targeted growth level. |

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 | School- or BOCES-wide, group or team results based on State assessments | NYS Grades 6-8 ELA/Math Assessments |
| 7 | School- or BOCES-wide, group or team results based on State assessments | NYS Grades 6-8 ELA/Math Assessments |
| 8 | School- or BOCES-wide, group or team results based on State assessments | NYS Grades 6-8 ELA/Math Assessments |

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.

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| 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. | For Grades 6-8, HEDI points will be awarded to a teacher based on the state provided growth score for the individual building using the assessments listed above. In the event that the value added model is being used, the score will be adjusted from 25 to 20 points. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers will receive the points assigned by to their respective building for School Wide Growth See Attached |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers will receive the points assigned by to their respective building for School Wide Growth See Attached |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers will receive the points assigned by to their respective building for School Wide Growth See Attached |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers will receive the points assigned by to their respective building for School Wide Growth See Attached |

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 |
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| | | |
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| Global 1 | School-/BOCES-wide group/team results based on State assessments | NYS Comprehensive English & NYS Common Core and Integrated Algebra Regents Exams |
|----------|--|--|

| | 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.

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | <p>Regents Courses: Student's pretest scores will be compared to the final assessment score in order to determine the student's annual growth. HEDI points will be allocated to the teacher based on the percentage of students meeting or exceeding their individual targeted growth score set by the District using various forms of baseline data.</p> <p>For the Global 1 course, HEDI points will be awarded to a teacher based on the state provided growth score for the individual building using the assessments listed above.</p> <p>In the event that the value added model is being used, the score will be adjusted from 25 to 20 points.</p> |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | <p>For Global 2 / American History, a teacher will be rated highly effective if 80% - 100% of teachers' students reach the targeted growth level.</p> <p>For Global 1 See Attached</p> |
| Effective (9 - 17 points) Results meet District goals for similar students. | <p>For Global 2 / American History, a teacher will be rated effective if 40 – 79% of teachers' students reach the targeted growth level.</p> <p>For Global 1 See Attached</p> |
| Developing (3 - 8 points) Results are below District goals for similar students. | <p>For Global 2 / American History, a teacher will be rated developing if 16% - 39% of teachers' students reach the targeted growth level.</p> <p>For Global 1 See Attached</p> |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | <p>For Global 2 / American History, a teacher will be rated ineffective if 0 – 15% of teachers' students reach the targeted growth level.</p> <p>For Global 1 See Attached</p> |

2.7) High School Science Regents Courses

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

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

| | Science Regents Courses | Assessment |
|--------------------|-------------------------|--------------------|
| Living Environment | Regents Assessment | Regents assessment |

| | | |
|---------------|--------------------|--------------------|
| Earth Science | Regents Assessment | Regents assessment |
| Chemistry | Regents Assessment | Regents assessment |
| Physics | Regents Assessment | Regents assessment |

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

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| 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. | Regents Courses: Student's pretest scores will be compared to the final assessment score in order to determine the student's annual growth. HEDI points will be allocated to the teacher based on the percentage of students meeting or exceeding their individual targeted growth score set by the District using various forms of baseline data. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | A teacher will be rated highly effective if 80% - 100% of teachers' students reach the targeted growth level. |
| Effective (9 - 17 points) Results meet District goals for similar students. | A teacher will be rated effective if 40 – 79% of teachers' students reach the targeted growth level. |
| Developing (3 - 8 points) Results are below District goals for similar students. | A teacher will be rated developing if 16% - 39% of teachers' students reach the targeted growth level. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | A teacher will be rated ineffective if 0 – 15% of teachers' students reach the targeted growth level. |

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.

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|---|--|
| 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. | Regents Courses: Student's pretest scores will be compared to the final assessment score in order to determine the student's annual growth. HEDI points will be allocated to the teacher based on the percentage of students meeting or exceeding their individual targeted growth score set by the District using various |
|---|--|

forms of baseline data. For students enrolled in Common Core Curriculum, the District will be administering both the Common Core and Integrated Algebra Regents exams. The district will be using the higher of the 2 scores.

| | |
|---|---|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | A teacher will be rated highly effective if 80% - 100% of teachers' students reach the targeted growth level. |
| Effective (9 - 17 points) Results meet District goals for similar students. | A teacher will be rated effective if 40 – 79% of teachers' students reach the targeted growth level. |
| Developing (3 - 8 points) Results are below District goals for similar students. | A teacher will be rated developing if 16% - 39% of teachers' students reach the targeted growth level. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | A teacher will be rated ineffective if 0 – 15% of teachers' students reach the targeted growth level. |

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 & NYS Common Core and Integrated Algebra Regents Exam |
| Grade 10 ELA | School-/BOCES-wide group/team results based on State assessments | NYS Comprehensive English & NYS Common Core and Integrated Algebra Regents Exam |
| Grade 11 ELA | Regents assessment | NYS Comprehensive English 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.

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | <p>For grade 11: Student's pretest scores will be compared to the final assessment score in order to determine the student's annual growth. HEDI points will be allocated to the teacher based on the percentage of students meeting or exceeding their individual targeted growth score set by the District using various forms of baseline data.</p> <p>For the Grades 9 & 10, HEDI points will be awarded to a teacher based on the state provided growth score for the individual building using the assessments listed above.</p> <p>In the event that the vale added model is being used, the score will be adjusted from 25 to 20 points.</p> |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | For grades 9 & 10 See Attached A teacher will be rated highly effective if 80% - 100% of teachers' students reach the targeted growth level. |

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| Effective (9 - 17 points) Results meet District goals for similar students. | For grades 9 & 10 See Attached For grade 11, a teacher will be rated effective if 40 – 79% of teachers' students reach the targeted growth level |
| Developing (3 - 8 points) Results are below District goals for similar students. | For grades 9 & 10 See Attached For grade 11, a teacher will be rated developing if 16% - 39% of teachers' students reach the targeted growth level. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | For grades 9 & 10 See Attached For grade 11, a teacher will be rated ineffective if 0 – 15% of teachers' students reach the targeted growth level. |

2.10) All Other Courses

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

| Course(s) or Subject(s) | Option | Assessment |
|--------------------------------|---|--|
| All other Kindergarten Courses | School/BOCES-wide/group/team results based on State | NYS Grades 4-5 ELA/Math Assessments |
| All other 1-5 Courses | School/BOCES-wide/group/team results based on State | NYS Grades 4-5 ELA/Math Assessments |
| All other 6 - 8 Courses | School/BOCES-wide/group/team results based on State | NYS Grades 6-8 ELA/Math Assessments |
| All other High School Courses | School/BOCES-wide/group/team results based on State | NYS Comprehensive English & NYS Common Core and Integrated Algebra Regents Exams |
| All ESL Courses | State Assessment | NYSESLAT |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | <p>Kindergarten; HEDI points will be awarded to a teacher based on the state provided growth score for each elementary building using the assessments listed above.</p> <p>For all other courses, HEDI points will be awarded to a teacher based on the state provided growth score for the individual building using the assessments listed above.</p> <p>For ESL courses, students pretest scores will be compared to the final assessment score in order to determine the student's annual growth. HEDI points will be allocated to the teacher based on the percentage of students meeting or exceeding their individual targeted growth score set by the District using various forms of baseline data.</p> <p>In the event that the vale added model is being used, the score will be adjusted from 25 to 20 points.</p> |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers will receive the points assigned by to their respective building for School Wide Growth For ESL: A teacher will be rated highly effective if 80%-100% of students reach the growth target. |

See Attached

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

Teachers will receive the points assigned by to their respective building for School Wide Growth
For ESL: A teacher will be rated effective if 40%-79% of students reach the growth target.
See Attached

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

Teachers will receive the points assigned by to their respective building for School Wide Growth
For ESL: A teacher will be rated developing if 16%-39% of students reach the growth target.
See Attached

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

Teachers will receive the points assigned by to their respective building for School Wide Growth
For ESL: A teacher will be rated ineffective if 0%-15% of students reach the growth target.
See Attached

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/12186/1059916-TXEttx9bQW/Heidi Tables and Graphics Sec 2 2013-14_2.doc

2.12) Locally Developed Controls

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

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

(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 Tuesday, June 10, 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 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 5 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 6 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 7 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 8 | 4) State-approved 3rd party assessments | Discovery Education 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. | Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the teacher based on the percentage of students in the class who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 80% - 100% of the teacher’s students will achieve average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |

| | |
|--|--|
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 40 – 79% of the teacher’s students will achieve average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 16% - 39% of the teacher’s students will achieve average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 0 – 15% of the teacher’s students will achieve average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |

3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--------------------------------|
| 4 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 5 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 6 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 7 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 8 | 4) State-approved 3rd party assessments | Discovery Education 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. | Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the teacher based on the percentage of students in the class who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 80% - 100% of the teacher’s students will achieve average to above average growth as indicated by the Discovery Education Assessment. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 40 – 79% of the teacher’s students will achieve average to above average growth as indicated by the Discovery Education Assessment. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 16% - 39% of the teacher’s students will achieve average to above average growth as indicated by the Discovery Education Assessment. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 0 – 15% of the teacher’s students will achieve average to above average growth as indicated by the Discovery Education Assessment. |

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/12149/1059917-rhJdBgDruP/Hedi Tables and Graphics Section 3 2013-14_2.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Kindergarten ELA Assessment |
| 1 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 2 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 3 | 4) State-approved 3rd party assessments | Discovery Education 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. | <p>K: HEDI points will be allocated to the teacher based on the percentage of students who meet their individual targeted achievement goal set by the teacher and approved by the administrator.</p> <p>1 - 3: Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the teacher based on the percentage of students in the class who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report.</p> |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | <p>K: A teacher will be rated highly effective if 80% - 100% of teachers' students meet or exceed their target score.</p> <p>1 - 3: 80% - 100% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment.</p> |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | <p>K: A teacher will be rated highly effective if 40% - 79% of teachers' students meet or exceed their target score.</p> <p>1 - 3: 40 – 79% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment.</p> |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | <p>K: A teacher will be rated highly effective if 16% - 39% of teachers' students meet or exceed their target score.</p> <p>1 - 3: 16% - 39% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment.</p> |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | <p>K: A teacher will be rated highly effective if 0% - 15% of teachers' students meet or exceed their target score.</p> <p>1 - 3: 0 – 15% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment.</p> |

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 | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Kindergarten Math Assessment |
| 1 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 2 | 4) State-approved 3rd party assessments | Discovery Education Assessment |
| 3 | 4) State-approved 3rd party assessments | Discovery Education 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. | <p>K: HEDI points will be allocated to the teacher based on the percentage of students who meet their individual targeted achievement goal set by the teacher and approved by the administrator.</p> <p>1 - 3: Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the teacher based on the percentage of students in the class who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report.</p> |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | <p>K: A teacher will be rated highly effective if 80% - 100% of teachers' students meet or exceed their target score.</p> <p>1 - 3: 80% - 100% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment.</p> |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | <p>K: A teacher will be rated highly effective if 40% - 79% of teachers' students meet or exceed their target score.</p> <p>1 - 3: 40 – 79% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment.</p> |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | <p>K: A teacher will be rated highly effective if 16% - 39% of teachers' students meet or exceed their target score.</p> <p>1 - 3: 16% - 39% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment.</p> |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | <p>K: A teacher will be rated highly effective if 0% - 15% of teachers' students meet or exceed their target score.</p> <p>1 - 3: 0 – 15% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment.</p> |

3.6) Grades 6-8 Science

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

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

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

| | |
|---|---|
| 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. | HEDI points will be allocated to the teacher based on the percentage of students who meet their individual targeted achievement goal set by the teacher and approved by the administration. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 80% - 100% of teachers' students meet or exceed their target score. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 40% - 79% of teachers' students meet or exceed their target score. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 16% - 39% of teachers' students meet or exceed their target score. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 0% - 15% of teachers' students meet or exceed their target score. |

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 | Central Islip Developed Grade 6 Social Studies Assessment |
| 7 | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Grade 7 Social Studies Assessment |
| 8 | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Grade 8 Social Studies Assessment |

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

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

| | |
|---|---|
| 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. | HEDI points will be allocated to the teacher based on the percentage of students who meet their individual targeted achievement goal set by the teacher and approved by the administration. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 80% - 100% of teachers' students meet or exceed their target score. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 40% - 79% of teachers' students meet or exceed their target score. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 16% - 39% of teachers' students meet or exceed their target score. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 0% - 15% of teachers' students meet or exceed their target score. |

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 | 5) District, regional, or BOCES-developed assessments | Central Islip Developed Global 1 Assessment |
| Global 2 | 5) District, regional, or BOCES-developed assessments | Central Islip Developed Global 2 Assessment |
| American History | 5) District, regional, or BOCES-developed assessments | Central Islip Developed American History Assessment |

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

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

| | |
|---|---|
| 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. | HEDI points will be allocated to the teacher based on the percentage of students who meet their individual targeted achievement goal set by the teacher and approved by the administration. |
|---|---|

| | |
|---|--|
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 80% - 100% of teachers' students meet the target goal on district developed assessments. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 40%-79% of teachers' students meet the target goal on district developed assessments. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 16%-39% of teachers' students meet the target goal on district developed assessments. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 0%-15% of teachers' students meet the target goal on district developed assessments. |

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 | 5) District, regional, or BOCES-developed assessments | Central Islip Developed Living Environment Assessment |
| Earth Science | 5) District, regional, or BOCES-developed assessments | Central Islip Developed Earth Science Assessment |
| Chemistry | 5) District, regional, or BOCES-developed assessments | Central Islip Developed Chemistry Assessment |
| Physics | 5) District, regional, or BOCES-developed assessments | Central Islip Developed Physics Assessment |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | HEDI points will be allocated to the teacher based on the percentage of students who meet their individual targeted achievement goal set by the teacher and approved by the administrator. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 80% - 100% of teachers' students meet the target goal on district developed assessments. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 40%-79% of teachers' students meet the target goal on district developed assessments. |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 16%-39% of teachers' students meet the target goal on district developed assessments. |

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

A teacher will be rated highly effective if 0%-15% of teachers' students meet the target goal on district developed assessments.

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 | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Algebra 1 Assessment |
| Geometry | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Geometry Assessment |
| Algebra 2 | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Algebra 2 Assessment |

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. | HEDI points will be allocated to the teacher based on the percentage of students who meet their individual targeted achievement goal set by the teacher and approved by the administrator. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 80% - 100% of teachers' students meet the target goal on district developed assessments. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 40%-79% of teachers' students meet the target goal on district developed assessments. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 16%-39% of teachers' students meet the target goal on district developed assessments. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 0%-15% of teachers' students meet the target goal on district developed assessments. |

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 | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Grade 9 ELA Assessment |
| Grade 10 ELA | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Grade 10 ELA Assessment |
| Grade 11 ELA | 5) District, regional, or BOCES–developed assessments | Central Islip Developed Grade 11 ELA Assessment |

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. | HEDI points will be allocated to the teacher based on the percentage of students who meet their individual targeted achievement goal set by the teacher and approved by the administrator. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 80% - 100% of teachers' students meet the target goal on district developed assessments or 3rd party assessment as applicable. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 40%-79% of teachers' students meet the target goal on district developed assessments or 3rd party assessment as applicable. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 16%-39% of teachers' students meet the target goal on district developed assessments or 3rd party assessment as applicable. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 0%-15% of teachers' students meet the target goal on district developed assessment or 3rd party assessment as applicable. |

3.12) All Other Courses

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

| Course(s) or Subject(s) | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| All other High School Math courses | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| All other High School ELA courses | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| All other High School Science courses 5 | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |

| | | |
|--|--------------------------------------|---|
| All other High School Social Studies courses | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| All Jr. High Tech Courses | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| All High School Tech Courses | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| All High School Health Courses | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| All PE and Health Courses K-12 | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| All Language Courses | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| ESL,AIS, Resource Room K-8 | 4) State-approved 3rd party | Discovery Education Assessment |
| ESL 9 - 12 | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| Library K-6 | 4) State-approved 3rd party | Discovery Education Assessment |
| All Art & Music Course K-12 | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| All Business Courses | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department Assessment |
| Any Additional Course Provided | 5) District/regional/BOCES–developed | Central Islip Developed Grade/Department 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. | HEDI points will be allocated to the teacher based on the percentage of students who meet their individual targeted achievement goal set by the teacher and approved by the administrator. For Third Party assessments, student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the teacher based on the percentage of students in the class who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 80% - 100% of teachers' students meet the target goal on district developed assessments or 3rd party assessment as applicable. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 40%-79% of teachers' students meet the target goal on district developed assessments or 3rd party assessment as applicable. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | A teacher will be rated highly effective if 16%-39% of teachers' students meet the target goal on district developed assessments or 3rd party assessment as applicable. |

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

A teacher will be rated highly effective if 0%-15% of teachers' students meet the target goal on district developed assessments or 3rd party assessment as applicable.

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/12149/1059917-y92vNseFa4/Hedi Tables and Graphics Section 3 2013-14_2.doc

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

For Teachers with multi-measures, an average of all HEDI scores from each measure will be taken to arrive at one HEDI score. Normal rounding rules will apply, but in no case will it result in a teacher moving from one band to the next.

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, May 19, 2014

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4.1) Teacher Practice Rubric

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

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

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

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

4.2) Points Within Other Measures

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

Yes

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

(No response)

| | |
|--|----|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 60 |
| One or more observation(s) by trained independent evaluators | 0 |
| Observations by trained in-school peer teachers | 0 |
| Feedback from students using State-approved survey tool | 0 |
| Feedback from parents/caregivers using State-approved survey tool | 0 |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 0 |

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each observed subcomponent will rated from 1-4 during each observation. The subcomponent scores for each domain will then be averaged together to result in a domain score. The domain scores will be weighted according to the percentages outlined in the upload and then added together to result in a final rubric score for that observation which will be converted to a 0-60 score using the attached conversion chart. Observation scores will be averaged together to result in a final 0-60 HEDI score. Normal rounding rules will apply, but in no case will rounding result in a teacher moving from one scoring band to the next. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.”

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

assets/survey-uploads/12179/1059918-eka9yMJ855/Resubmission 4.5_4.docx

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

| | |
|---|--|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | 59-60 point distribution = 3.5-4 or Highly Effective |
| Effective: Overall performance and results meet NYS Teaching Standards. | 57-58 point distribution = 2.5-3.4 or Effective |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | 50-56 point distribution = 1.5-2.4 or Developing |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | 0-49 point distribution= 1-1.4 Or Ineffective |

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

| | |
|----------------|---|
| Formal/Long | 1 |
| Informal/Short | 1 |
| Enter Total | 2 |

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

- In Person

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

| | |
|----------------|---|
| Formal/Long | 1 |
| Informal/Short | 1 |
| Total | 2 |

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Sunday, April 13, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

| | |
|------------------|----------------|
| Highly Effective | 59-60=3.5-4 |
| Effective | 57-58=2.5-3.4 |
| Developing | 50-56= 1.5-2.4 |
| Ineffective | 0-49 = 1-1.4 |

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 Sunday, May 18, 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/5265/149690-Df0w3Xx5v6/Resubmission APPR - Appendix C.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeal Procedures

Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedure shall provide for the timely and expeditious resolution of the appeal. All

non-tenured and tenured employees who meet the appeal claim process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previous unknown ground(s).

APPR Rating Subject to the Appeal Procedure

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

In accordance with Education Law S3012-c (5), an APPR which is subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law S3020-a proceeding, or any local negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

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

- (1) The substance of the Annual Professional Performance Review;
- (2) The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law S3012-c and applicable rules and regulations;
- (3) The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- (4) The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education law #3012-c.

Appeal Procedure

Step 1 – Teacher Submits Appeal

In order to be timely, the notification of the APPR Appeal shall be filed, in writing, within ten (10) working days after the teacher has received their composite score within ten (10) working after the teacher has been issued the TIP Plan from the Superintendent or after ten (10) days he districts failure to implement the terms of a TIP Plan. The appeal writing shall articulate in detail the basis of the appeal. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed waiver of that claim.

Step 2 – APPR Review Committee

The Superintendent within five (5) business days of receipt of the appeal, will forward the appeal papers to the internal APPR Review Committee. The Committee make up shall be:

- a. Two tenured district administrators, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrators appointed shall not be the administrator who authored the evaluation.
- b. Two tenured teachers appointed by the President of the Association or his/her designee.

The APPR Review Committee may recommend the modification of the TIP, and/or modification of the rating, along with his/her rationale for the same. The review shall be completed within ten (10) working days of delivery of the written request for review to the committee. No hearing shall be held and the review shall be based solely upon the original appeal.

If a mutual decision cannot be reached by the APPR Review Committee, both sides will submit a written recommendation to the Superintendent, President of the Association and the Appellant upon completion.

Step 3 - Superintendent

The Superintendent shall consider with written review recommendation of the committee and shall issue a written decision within ten (10) business days of receipt of the written review recommendation of the committee. The Superintendent shall render an initial determination in writing respecting the appeal. The initial determination shall be transmitted to the President of the Association, the APPR Review Committee and the Appellant.

Step 4 - Third Party

Thereafter, the Appellant may elect review of the appeal papers within ten (10) business days of the Superintendent initial recommendation by a third party who will be mutually selected by the Superintendent and the President of the Association within five (5) days of the request. The cost of the third party shall be borne by the District. No hearing shall be held and the review shall be based on the original appeal, the APPR Review Committee’s recommendation and the Superintendent’s initial determination. The decision of the third party shall be transmitted to the Superintendent within fifteen (15) business days of delivery of the written request for review to the third party, who in turn will transmit the final determination to the President of the Association, The APPR Review Committee and the Appellant within three (3) business days of receipt. The determination of the third party shall be final and shall not be grievable, arbitrable or reviewable in any other forum.

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.

Any administrator who evaluates teachers for the purpose of determining an APPR rating shall be fully trained in the Danielson Model. All Lead Evaluators will be certified as required by Education Law S3012-c and the Regulations of the Commissioner of State Education prior to conducting any teacher evaluation. The District shall provide appropriate training for all administrators responsible for evaluating teachers. Successful completion assures inter-rater reliability. The Association President shall receive a list of administrators who have been trained along with dates and times of such training. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions. Training will consist of the 9 required elements outlined in section 30-2.9 of the Commissioner's Regulations. Training will consist of one(1) full day annually. Suggested training will result in certification and completion. Re-certification will occur in the same manner.

All Professional staff subject to the district's APPR will be provided with training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Common Core Teaching Standards, the District's teacher practice rubric, forms and the procedure to be followed consistent with the approved APPR Plan and the collective bargaining agreement. All training for the current staff will be conducted prior to the implementation of the APPR process. Training for newly hired and/or returning staff shall occur during the District's new teacher orientation.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

| | |
|---|---------|
| 6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured. | Checked |
| 6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured. | Checked |
| 6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later. | Checked |
| 6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions. | Checked |
| 6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process. | Checked |
| 6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal. | Checked |

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, June 10, 2014

Page 1

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

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

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

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

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

| |
|------|
| 1-5 |
| 6-8 |
| 9-12 |
| |
| |
| |

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/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 |
|--------------------------------------|----------------------------|-------------------------------------|
| Central Islip Early Childhood Center | State assessment | NYS Grades 4-5 ELA/Math Assessments |

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

| | |
|--|---|
| Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below. | HEDI points will be awarded to the principal based on the state provided growth score provided to each grade 1-5 building, weighted proportionately upon the number of students in each building taking the above listed assessments. |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test). | The principal will receive an average of the points assigned to the 4 elementary buildings for School Wide Growth. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | The principal will receive an average of the points assigned to the 4 elementary buildings for School Wide Growth. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | The principal will receive an average of the points assigned to the 4 elementary buildings for School Wide Growth. |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). | The principal will receive an average of the points assigned to the 4 elementary buildings for School Wide Growth. |

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

assets/survey-uploads/12156/1059921-lha0DogRNw/HEDI Pricipal Growth Sec 7 2013-14_3.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

| | |
|---|---------|
| 7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable 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 Tuesday, April 22, 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 |
|-----------------------------|---|--------------------------------|
| 1-5 | (d) measures used by district for teacher evaluation | Discovery Education Assessment |
| 6-8 | (d) measures used by district for teacher evaluation | Discovery Education Assessment |
| 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. | In Grades 1-8, Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the principal based on the percentage of students in the building who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. 9-12: Use of 4 year Graduation Rate with a rate of improvement. HEDI pts will be allocated based on the increase of the percentage of students that graduate within four years from entering ninth grade as compared to the previous year. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 1-8: 80% - 100% of the student's school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. 9-12: The Graduation Rate for the Graduating Cohort will range from a 5.25% or higher from the previous Graduating Cohort. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 1-8: 40% - 79% of the student's school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |

9-12: The Graduation Rate for the Graduating Cohort will range from a 3.5% to 5.24% increase from the previous Graduating Cohort.

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

1-8: 16% - 39% of the student's school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report.

9-12: The Graduation Rate for the Graduating Cohort will range from a 1.75% to 3.49% increase from the previous Graduating Cohort.

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

1-8: 0% - 15% of the student's school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report.

9-12: The Graduation Rate for the Graduating Cohort will range from a 0 to 1.74% increase or less from the previous Graduating Cohort.

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/12190/1059922-qBFVOWF7fC/HEDI Principal Local 2013-14_2.doc

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

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

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

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 |
|---------------------|---|--------------------------------|
| Kindergarten | (d) measures used by district for teacher evaluation | Discovery Education Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | In Kindergarten, Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the principal based on the percentage of students in the building who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 80% - 100% of the student's school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 40% - 79% of the student's school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 16% - 39% of the student's school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for | 0% - 15% of the student's school wide will have average to above average growth as indicated by the Discovery Education |

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

(No response)

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

assets/survey-uploads/12190/1059922-T8MIGWUVm1/HEDI Principal Local 2013-14_1.doc

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.

For Principals with multi-measures, an average of all HEDI scores from each measure will be taken to arrive at one HEDI score. Normal rounding rules will apply but in no case will rounding result in a Principal moving from one band to the next.

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 Tuesday, June 10, 2014

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9.1) Principal Practice Rubric

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

| | |
|---|---|
| 9.1) Principal Practice Rubric Rubric | Multidimensional Principal Performance Rubric |
|---|---|

| | |
|-------------------------------|---------------|
| Second rubric (if applicable) | (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](#)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

After each school visit, the principal will be rated on the Sub-Domain that were observed. Items for improvement and commendation will be discussed at the post observation conference. At the end of the school year, based on all of the ratings assigned and evidence collected, final evaluation rating points will be awarded to each Sub-Domain. Please see the attached. Point total for each domain will be added together to obtain a HEDI score from 0-60. The final composite score will be a whole number. Normal rounding rules will apply but in no case will rounding result in a Principal moving from one band to the next.

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

assets/survey-uploads/12205/1059923-pMADJ4gk6R/Appendix_C_Ratings.xls

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. | As stated below, we will use the matrix of ineffective though highly effective. |
| Effective: Overall performance and results meet standards. | As stated below, we will use the matrix of ineffective though highly effective. |
| Developing: Overall performance and results need improvement in order to meet standards. | As stated below, we will use the matrix of ineffective though highly effective. |
| Ineffective: Overall performance and results do not meet standards. | As stated below, we will use the matrix of ineffective though highly effective. |

Please provide the locally-negotiated 60 point scoring bands.

| | |
|------------------|-------|
| Highly Effective | 58-60 |
| Effective | 54-57 |
| Developing | 45-53 |
| Ineffective | 0-44 |

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

Results are well above District- or BOCES- adopted expectations for 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 | 58-60 |
| Effective | 54-57 |
| Developing | 45-53 |
| Ineffective | 0-44 |

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 Tuesday, June 10, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

| | |
|--|---------|
| 11.1) Assurances -- Improvement Plans Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year | Checked |
| 11.1) Assurances -- Improvement Plans Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas | Checked |

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1059925-Df0w3Xx5v6/Appendix_F_PIP.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:

Any principal who receives an ineffective rating on their annual total composite APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations prior to hearing such appeal..

The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as

prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document/score to the principal, in the case of a tenured principal, and fifteen business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

The superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered preliminary.

If not satisfied by the preliminary decision of the superintendent, the building principal shall, within three (3) school days of receipt of the preliminary decision, request a review be performed by a mutually agreed upon retired administrator. The cost of the retired administrator shall be borne by the District and shall be consistent with prevailing rates. The review, conducted by the retired administrator, shall consist of reviewing the preliminary decision, the evidence underlying the observations/evaluations of the principal, and all other evidence submitted by the principal and/or the District. The evidence and all arguments shall be presented to the retired administrator for review within ten (10) business days after his/her selection. Upon completion of the review, the retired administrator shall render a written advisory opinion within ten (10) business days after receipt of the evidence and arguments from both sides. The advisory opinion may recommend upholding, reversing, or modifying the preliminary determination and may also provide recommendations, including but not limited to, adjustments to the Principal Improvement Plan or other corrective actions.

Upon receipt of the advisory decision, the superintendent shall, within five (5) school days, review said advisory opinion and in her sole discretion either adopt, reject, in whole, or in part, the advisory opinion. The decision of the superintendent, upon review of the advisory opinion, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law 3020-a.

In all cases, the appeals process will be timely and expeditious.

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

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

Any administrator who evaluates principals for the purpose of determining an APPR rating shall be fully trained in the Multidimensional Principal Performance Rubric. All Lead Evaluators will be certified as required by Education Law S3012-c and the Regulations of the Commissioner of State Education prior to conducting any Principal evaluation. Successful completion of training will result in certification and recertification will occur in the same manner bi-annually. The District shall provide appropriate training through Eastern Suffolk BOCES for all administrators responsible for evaluating principals. Successful completion ensures inter-rater reliability.

All Professional staff subject to the district’s APPR will be provided with training on the evaluation system that will include: a review of the content and use of the evaluation system, the ISLLC Standards, the District’s principal practice rubric, forms and the procedure to be followed consistent with the approved APPR Plan and the collective bargaining agreement. All training for the current staff will be conducted prior to the implementation of the APPR process. Training for newly hired and/or returning staff shall occur during the District’s new principal orientation. Training will consist of the nine required elements outlined in the commissioners regulations and will be a minimum of one day bi-annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

| | |
|---|---------|
| 11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process. | Checked |
| 11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal. | Checked |

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 Friday, June 13, 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/12158/1059926-3Uqgn5g9Iu/img-613130110.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.

Central Islip Public Schools

HEDI - Teacher Growth:

This HEDI is to be used for: Grade 3 ELA Math, Grade 8 Science & ESL Courses

| | |
|---|---|
| Grade 3 ELA/Math, Grade 8 Science & ESL Courses | <p>For grade 3 ELA/Math, Grade 8 Science: Students will be given a pretest at the beginning for a baseline, an individual growth target will be set by the district using various forms of baseline data. HEDI points will be allocated based on the percentage of the students in the class meeting or exceeding the targeted growth.</p> <p>For ESL courses, students pretest scores will be compared to the final assessment score in order to determine the student's annual growth. HEDI points will be allocated to the teacher based on the percentage of students meeting or exceeding their individual targeted growth score set by the District using various forms of baseline data.</p> |
| Highly Effective (18 – 20) | For grade 3 ELA/Math, Grade 8 Science & ESL Courses: A teacher will be rated highly effective if 80% - 100% of students reach the growth target. |
| Effective(9 -17) | For grade 3 ELA/Math, Grade 8 Science & ESL Courses: A teacher will be rated effective if 40 – 79% of students reach the growth target. |
| Developing (3-8) | For grade 3 ELA/Math, Grade 8 Science & ESL Courses: A teacher will be rated developing if 16% - 39% of students reach the growth target. |
| Ineffective (0-2) | For grade 3 ELA/Math, Grade 8 Science & ESL Courses: A teacher will be rated ineffective if 0 – 15% of students reach the growth target. |

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|--------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|--------|------|------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 94-100% | 93-87% | 86-80% | 79-75% | 74-70% | 69-65% | 64-60% | 59-55% | 54-51% | 50-47% | 46-43% | 42-40% | 39-35% | 34-30% | 29-25% | 24-21% | 20-19% | 18-16% | 15-10% | 9-6% | 5-0% |

This HEDI is to be used for all Regents Courses

| | |
|---|--|
| This HEDI is to be used for all Regents Courses | Regents Courses: Student's pretest scores will be compared to the final assessment score in order to determine the student's annual growth. HEDI points will be allocated to the teacher based on the percentage of students meeting or exceeding their individual targeted growth score set by the District using various forms of baseline data. |
| Highly Effective (18 – 20) | A teacher will be rated highly effective if 80% - 100% of students reach the growth target. |
| Effective(9 -17) | A teacher will be rated effective if 40 – 79% of students reach the growth target. |
| Developing (3-8) | A teacher will be rated developing if 16% - 39% of students reach the growth target. |
| Ineffective (0-2) | A teacher will be rated ineffective if 0 – 15% of students reach the growth target. |

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|----------|--------|-----------|---------|---------|---------|---------|---------|----------|---------|----------|------------|----------|----------|---------|----------|-------------|---------|--------|--------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 94-100% | 93 – 87% | 86-80% | 79 – 75% | 74– 70% | 69- 65% | 64– 60% | 59– 55% | 54– 51% | 50 - 47% | 46- 43% | 42 - 40% | 39- 35% | 34 – 30% | 29 - 25% | 24- 21% | 20 – 19% | 18 - 16% | 15– 10% | 9 – 6% | 5 – 0% |

In the event that the vale added model is being used, the score will be adjusted from 25 to 20 points.

| | 25 point scale | 20 pt. conversion |
|------------------|----------------|-------------------|
| Highly Effective | 25 | 20 |
| | 24 | 20 |
| | 23 | 19 |
| | 22 | 18 |
| Effective | 21 | 17 |
| | 20 | 17 |
| | 19 | 16 |
| | 18 | 16 |
| | 17 | 15 |
| | 16 | 15 |
| | 15 | 14 |
| | 14 | 13 |
| | 13 | 12 |
| | 12 | 11 |
| Developing | 11 | 10 |
| | 10 | 9 |
| | 9 | 8 |
| | 8 | 8 |
| | 7 | 7 |
| | 6 | 6 |
| Ineffective | 5 | 5 |
| | 4 | 4 |
| | 3 | 3 |
| | 2 | 2 |
| | 1 | 1 |
| | 0 | 0 |

Central Islip School District Teachers – Local Measure

| | |
|---|---|
| LOCAL MEASURE For All Teachers utilizing the Third Party Assessment | Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the teacher based on the percentage of students in the class who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Highly Effective (18 – 20) <i>value added measure (14 – 15)</i> | 80% - 100% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment. |
| Effective(9 - 17) <i>value added measure (8 – 13)</i> | 40 – 79% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment. |
| Developing (3 - 8) <i>value added measure (3 – 7)</i> | 16% - 39% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment. |
| Ineffective (0 - 2) <i>value added measure (0 – 2)</i> | 0 – 15% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment. |

Use the 20 pt scale for teachers without a Value Added Measure

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|----------|--------|-----------|---------|---------|---------|---------|---------|----------|---------|----------|------------|----------|----------|---------|----------|-------------|---------|--------|--------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 94-100 | 93 – 87% | 86-80% | 79 – 75% | 74– 70% | 69- 65% | 64– 60% | 59– 55% | 54– 51% | 50 - 47% | 46- 43% | 42 - 40% | 39- 35% | 34 – 30% | 29 - 25% | 24- 21% | 20 – 19% | 18 - 16% | 15– 10% | 9 – 6% | 5 – 0% |

Use the 15pt scale for those teachers with a value added measure

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|------------------|--------|-----------|--------|--------|--------|--------|-----------|----------|------------|---------|----------|----------|---------|-------------|--------|--|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 100-90% | 89-80% | 79-73% | 72-66% | 65-59% | 58-52% | 51-46% | 45 – 40 % | 39 – 34% | 33 - 29% | 28- 24% | 23 – 19% | 18 - 16% | 15– 10% | 9 – 6% | 5 – 0% | |

| | |
|--|--|
| For ALL teachers administering a District Created Grade/Course Specific Exam | District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects. HEDI points will be allocated to the teacher based on the percentage of students who meet their targeted goal. |
| Highly Effective (18 – 20) <i>value added measure (14 – 15)</i> | A teacher will be rated highly effective if 80% - 100% of teachers' students meet the targeted goal on the District Developed Assessments. |
| Effective(9 - 17) <i>value added measure (8 – 13)</i> | A teacher will be rated effective if 40% - 79% of teachers' students meet the targeted goal on the District Developed Assessments. |
| Developing (3 - 8) <i>value added measure (3 – 7)</i> | A teacher will be rated developing if 16% - 39% of teachers' students meet the targeted goal on the District Developed Assessments. |
| Ineffective (0 - 2) <i>value added measure (0 – 2)</i> | A teacher will be rated ineffective if 0% - 15% of teachers' students meet the targeted goal on the District Developed Assessments. |

Use the 20 pt scale for teachers without a Value Added Measure

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|--------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|--------|------|------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 94-100% | 93-87% | 86-80% | 79-75% | 74-70% | 69-65% | 64-60% | 59-55% | 54-51% | 50-47% | 46-43% | 42-40% | 39-35% | 34-30% | 29-25% | 24-21% | 20-19% | 18-16% | 15-10% | 9-6% | 5-0% |

Central Islip School District Teachers – Local Measure

| | |
|---|---|
| LOCAL MEASURE For All Teachers utilizing the Third Party Assessment | Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the teacher based on the percentage of students in the class who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Highly Effective (18 – 20) <i>value added measure (14 – 15)</i> | 80% - 100% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment. |
| Effective(9 - 17) <i>value added measure (8 – 13)</i> | 40 – 79% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment. |
| Developing (3 - 8) <i>value added measure (3 – 7)</i> | 16% - 39% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment. |
| Ineffective (0 - 2) <i>value added measure (0 – 2)</i> | 0 – 15% of the teacher's students will achieve average to above average growth as indicated by the Discovery Education Assessment. |

Use the 20 pt scale for teachers without a Value Added Measure

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|----------|--------|-----------|---------|---------|---------|---------|---------|----------|---------|----------|------------|----------|----------|---------|----------|-------------|---------|--------|--------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 94-100 | 93 – 87% | 86-80% | 79 – 75% | 74– 70% | 69- 65% | 64– 60% | 59– 55% | 54– 51% | 50 - 47% | 46- 43% | 42 - 40% | 39- 35% | 34 – 30% | 29 - 25% | 24- 21% | 20 – 19% | 18 - 16% | 15– 10% | 9 – 6% | 5 – 0% |

Use the 15pt scale for those teachers with a value added measure

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|------------------|--------|-----------|--------|--------|--------|--------|-----------|----------|------------|---------|----------|----------|---------|-------------|--------|--|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 100-90% | 89-80% | 79-73% | 72-66% | 65-59% | 58-52% | 51-46% | 45 – 40 % | 39 – 34% | 33 - 29% | 28- 24% | 23 – 19% | 18 - 16% | 15– 10% | 9 – 6% | 5 – 0% | |

| | |
|--|--|
| For ALL teachers administering a District Created Grade/Course Specific Exam | District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects. HEDI points will be allocated to the teacher based on the percentage of students who meet their targeted goal. |
| Highly Effective (18 – 20) <i>value added measure (14 – 15)</i> | A teacher will be rated highly effective if 80% - 100% of teachers' students meet the targeted goal on the District Developed Assessments. |
| Effective(9 - 17) <i>value added measure (8 – 13)</i> | A teacher will be rated effective if 40% - 79% of teachers' students meet the targeted goal on the District Developed Assessments. |
| Developing (3 - 8) <i>value added measure (3 – 7)</i> | A teacher will be rated developing if 16% - 39% of teachers' students meet the targeted goal on the District Developed Assessments. |
| Ineffective (0 - 2) <i>value added measure (0 – 2)</i> | A teacher will be rated ineffective if 0% - 15% of teachers' students meet the targeted goal on the District Developed Assessments. |

Use the 20 pt scale for teachers without a Value Added Measure

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|--------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|--------|------|------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 94-100% | 93-87% | 86-80% | 79-75% | 74-70% | 69-65% | 64-60% | 59-55% | 54-51% | 50-47% | 46-43% | 42-40% | 39-35% | 34-30% | 29-25% | 24-21% | 20-19% | 18-16% | 15-10% | 9-6% | 5-0% |

VII. Measures of Teacher Effectiveness based on the NYS Teaching Standards (60%)

Critical to this subcomponent is the selection of the rubric that will be used to collect evidence of effectiveness. The District and the Association have agreed that the 2007 Danielson Rubric selected from the list of SED approved rubrics will be utilized for 60% which will be derived from the annual evaluation.

The teacher's rating will drive how many points the teacher will receive toward the composite score. The teachers score will be based upon the sub-components observed during clinical observations. In this subcomponent, the teacher should first be rated by the evaluator according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that is deemed "effective" receives a 3.0 on the rubric and then receives 58 points toward the composite score. The final composite score of each observation will be averaged together to determine the final HEDI rating.

Calculating Steps:

- Taking into account the SED preset scales for the other two sub-components and the composite scores, we calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58., Developing=50-56., Ineffective=0-49) for this sub-component.
- Each domain must be calculated using the RAW scores from both observations first. The averaged RAW scores will be multiplied by the individual weighted percentages (Planning and Preparation 20%, Classroom Environment 30%, Instruction 30% and Professional Responsibilities 20%) to arrive at the weighted score. The weighted scores of each domain are then added together to arrive at the subtotal score. The subtotal of the weighted conversion score should then be looked up on the Sub-component Conversion Chart to arrive at the HEDI rating.
- It is the responsibility of the administrator to calculate these scores accordingly. Normal rounding rules will apply, but in no case will it result in a teacher moving from one scoring band to the next.

A. Teacher Effects Conversion Scale

| Level | Overall rubric average score | 60 point distribution for composite |
|-------|------------------------------|-------------------------------------|
|-------|------------------------------|-------------------------------------|

| | | |
|------------------|---------|-------|
| Ineffective | 1-1.4 | 0-49 |
| Developing | 1.5-2.4 | 50-56 |
| Effective | 2.5-3.4 | 57-58 |
| Highly Effective | 3.5-4 | 59-60 |

The detailed conversion chart below converts any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

| <i>Total Average Rubric Score</i> | <i>Conversion Score for Composite</i> |
|-----------------------------------|---------------------------------------|
| INEFFECTIVE | 0 – 49 |
| 1 | 0 |
| 1.008 | 1 |
| 1.017 | 2 |
| 1.025 | 3 |
| 1.033 | 4 |
| 1.042 | 5 |
| 1.050 | 6 |
| 1.058 | 7 |
| 1.067 | 8 |
| 1.075 | 9 |
| 1.083 | 10 |
| 1.092 | 11 |
| 1.100 | 12 |
| 1.108 | 13 |
| 1.115 | 14 |
| 1.123 | 15 |
| 1.131 | 16 |
| 1.138 | 17 |
| 1.146 | 18 |
| 1.154 | 19 |
| 1.162 | 20 |
| 1.169 | 21 |
| 1.177 | 22 |
| 1.185 | 23 |
| 1.192 | 24 |
| 1.200 | 25 |
| 1.208 | 26 |
| 1.217 | 27 |

| | |
|---------------------------|------|
| 1.225 | 28 |
| 1.233 | 29 |
| 1.242 | 30 |
| 1.250 | 31 |
| 1.258 | 32 |
| 1.267 | 33 |
| 1.275 | 34 |
| 1.283 | 35 |
| 1.292 | 36 |
| 1.300 | 37 |
| 1.308 | 38 |
| 1.317 | 39 |
| 1.325 | 40 |
| 1.333 | 41 |
| 1.342 | 42 |
| 1.350 | 43 |
| 1.358 | 44 |
| 1.367 | 45 |
| 1.375 | 46 |
| 1.383 | 47 |
| 1.392 | 48 |
| 1.400 | 49 |
| DEVELOPING 50 – 56 | |
| 1.5 | 50 |
| 1.6 | 50.7 |
| 1.7 | 51.4 |
| 1.8 | 52.1 |
| 1.9 | 52.8 |
| 2 | 53.5 |
| 2.1 | 54.2 |
| 2.2 | 54.9 |
| 2.3 | 55.6 |
| 2.4 | 56 |
| EFFECTIVE 57 – 58 | |
| 2.5 | 57 |
| 2.6 | 57.2 |
| 2.7 | 57.4 |
| 2.8 | 57.6 |
| 2.9 | 57.8 |
| 3 | 58 |

| | | |
|---|-------------------------------------|----------------------|
| 3.1 | 58.2 | |
| 3.2 | 58.4 | |
| 3.3 | 58.6 | |
| 3.4 | 58.8 | |
| HIGHLY EFFECTIVE | | |
| 59 – 60 | | |
| 3.5 | 59 | |
| 3.6 | 59.3 | |
| 3.7 | 59.5 | |
| 3.8 | 59.8 | |
| 3.9 | 60 | |
| 4 | 60.25 (round to 60) | |
| <i>Danielson Performance Level</i> | <i>SED Performance Level</i> | <i>Rating</i> |
| Unsatisfactory | Ineffective | 1 |
| Basic | Developing | 2 |
| Proficient | Effective | 3 |
| Distinguished | Highly Effective | 4 |

Central Islip School District

TEACHER IMPROVEMENT PLAN

Name: _____ Subject/Grade: _____

Building: _____ Date: _____

Administrator Responsible for Plan: _____

Timeline for Achieving Improvement: _____ *(meeting to be held following week)*

1. DOMAIN NEEDING IMPROVEMENT (based on Annual Professional Performance Review):

- { } Planning and Preparation
- { } The Classroom Environment
- { } Instruction
- { } Professional Responsibilities

(Administrator selects lowest-rated area; additional areas may be addressed in subsequent plans.)

2. STANDARDS-BASED GOALS:

(Administrator identifies specific element(s) from the targeted domain that require improvement to the effective level; e.g. for Domain 2, The Classroom Environment, “2d. Managing Student Behavior; 2e. Organizing Physical Space” .)

3. MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED:

(Team collaboratively agrees on the specific evidence that will demonstrate improvement, including the description of any artifacts the teacher will produce .)

4. PROFESSIONAL LEARNING ACTIVITIES:

Timeline

(Developed collaboratively by team.)

5. ADDITIONAL SUPPORT AND ASSISTANCE TO BE RECEIVED:

Timeline

(Developed collaboratively by team.)

Signature of Administrator
Responsible for Plan/Date

Teacher's Signature/Date

Signature of CITA President/Date

Other Administrator Signature/Date
(When Applicable)

ASSESSMENT OF PERFORMANCE: *(upon completion of plan)*

| Targeted DOMAIN (listed in # 1) | Assessment of Performance (HEDI) | # of Points |
|---------------------------------|---|-------------|
| { } | Performance rated as Effective – no other domains targeted – add domain-specific observations to current year’s file for use in this year’s APPR and return to regular evaluation cycle | |
| { } | Performance rated as Effective – add domain-specific observations to current year’s file for use in this year’s APPR and develop plan for next targeted area | |
| { } | Performance rated as Developing – extend plan for _____ more weeks and re-evaluate on _____ | |
| { } | Little or no progress made: develop alternative plan for targeted areas | |
| { } | Little or no progress made: develop plan for next targeted area | |
| { } | Little or no progress made: anticipate letter of termination on or before April 1 (probationary teacher) | |

Signature of Administrator
Responsible for Plan/Date

Teacher’s Signature*/Date

Signature of CITA President*/Date

*The signatures of the teacher and CITA President acknowledge that they attended the meeting held to assess the teacher’s performance on the TIP, received a copy of the report and were notified that the completed Teacher Improvement Plan would be placed in the teacher’s file.

Central Islip Public Schools

HEDI – Kindergarten Principal - Growth

In the event that the value added model is being used, the score will be adjusted from 25 to 20 points.

| | 25 point scale | 20 pt. conversion |
|------------------|----------------|-------------------|
| Highly Effective | 25 | 20 |
| | 24 | 20 |
| | 23 | 19 |
| | 22 | 18 |
| Effective | 21 | 17 |
| | 20 | 17 |
| | 19 | 16 |
| | 18 | 16 |
| | 17 | 15 |
| | 16 | 15 |
| | 15 | 14 |
| | 14 | 13 |
| | 13 | 12 |
| | 12 | 11 |
| Developing | 11 | 10 |
| | 10 | 9 |
| | 9 | 8 |
| | 8 | 8 |
| | 7 | 7 |
| | 6 | 6 |
| Ineffective | 5 | 5 |
| | 4 | 4 |
| | 3 | 3 |
| | 2 | 2 |
| | 1 | 1 |
| | 0 | 0 |

Central Islip Public Schools

Local HEDI – Kindergarten Principal, 1-5 Principal’s & 6-8 Principal’s

| | |
|--|---|
| Principals K-8 Local Score | In Grades K-8, Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the principal based on the percentage of students in the building who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Highly Effective (18 – 20) <i>value added measure (14 – 15)</i> | 80% - 100% of the student’s school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Effective(9 - 17) <i>value added measure (8 – 13)</i> | 40% - 79% of the student’s school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Developing (3 - 8) <i>value added measure (3 – 7)</i> | 16% - 39% of the student’s school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Ineffective (0 - 2) <i>value added measure (0 – 2)</i> | 0% - 15% of the student’s school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |

HEDI w/ Value Added Measure

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|------------------|---------|-----------|---------|---------|---------|---------|---------|------------|---------|---------|---------|---------|-------------|------|------|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 93-100% | 92%-80% | 74%-79% | 67%-73% | 60%-66% | 53%-59% | 46%-52% | 40%-45% | 34%-39% | 28%-33% | 23%-27% | 20%-22% | 16%-19% | 10-15% | 6-9% | 0-5% |

HEDI w/o Value Added Measure

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | DEVELOPING | | | | | | INEFFECTIVE | | | |
|------------------|--------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|--------|-------------|--------|------|------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 94-100% | 93-87% | 86-80% | 79-75% | 74-70% | 69-65% | 64-60% | 59-55% | 54-51% | 50-47% | 46-43% | 42-40% | 39-35% | 34-30% | 29-25% | 24-21% | 20-19% | 18-16% | 15-10% | 9-6% | 5-0% |

Central Islip Public Schools

High School Principal's Local

| | |
|--|---|
| High School Principal LOCAL MEASURE | 9-12: Use of 4 year Graduation Rate with a rate of improvement. HEDI pts will be allocated based on the increase of the percentage of students that graduate within four years from entering ninth grade as compared to the previous year. |
| Highly Effective (18 – 20) <i>value added measure (14 – 15)</i> | The Graduation Rate for the Graduating Cohort will range from a 5.25% or higher from the previous Graduating Cohort. |
| Effective(9 - 17) <i>value added measure (8 – 13)</i> | The Graduation Rate for the Graduating Cohort will range from a 3.5% to 5.24% increase from the previous Graduating Cohort. |
| Developing (3 - 8) <i>value added measure (3 – 7)</i> | The Graduation Rate for the Graduating Cohort will range from a 1.75% to 3.49% increase from the previous Graduating Cohort. |
| Ineffective (0 - 2) <i>value added measure (0 – 2)</i> | The Graduation Rate for the Graduating Cohort will range from a 0 to 1.74% increase or less from the previous Graduating Cohort. |

HEDI w/ Value Added Measure

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|-----------|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6.13% or higher | 6.12% - 5.25% | 5.24% - 4.96% | 4.95% - 4.67% | 4.66% - 4.38% | 4.37% - 4.09% | 4.08% - 3.80% | 3.79% - 3.50% | 3.49% - 3.13% | 3.12% - 2.80% | 2.79% - 2.45% | 2.44% - 2.10% | 2.09% - 1.75% | 1.74% - 1.17% | 1.16% - .59% | .58% - 0% |

HEDI w/o Value Added Measure

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------|-------------|-------------|------------|---------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6.43% or higher | 5.84- 6.42% | 5.25- 5.83% | 5.24- 5.04 % | 5.03- 4.83% | 4.82- 4.62% | 4.61- 4.41% | 4.40- 4.20% | 4.19- 3.99% | 3.98- 3.84% | 3.83- 3.65% | 3.64- 3.50% | 3.49- 3.20% | 3.19- 2.90% | 2.89- 2.60% | 2.59- 2.30% | 2.29 -2% | 1.99- 1.75% | 1.74- 1.17% | 1.16- .59% | .58 -0% |

Central Islip Public Schools

Local HEDI – Kindergarten Principal, 1-5 Principal’s & 6-8 Principal’s

| | |
|--|---|
| Principals K-8 Local Score | In Grades K-8, Student's pretest scores will be compared to the final assessment score to determine the students growth using the nationally normed growth rate provided by the vendor. HEDI points will be allocated to the principal based on the percentage of students in the building who scored average or above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Highly Effective (18 – 20) <i>value added measure (14 – 15)</i> | 80% - 100% of the student’s school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Effective(9 - 17) <i>value added measure (8 – 13)</i> | 40% - 79% of the student’s school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Developing (3 - 8) <i>value added measure (3 – 7)</i> | 16% - 39% of the student’s school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |
| Ineffective (0 - 2) <i>value added measure (0 – 2)</i> | 0% - 15% of the student’s school wide will have average to above average growth as indicated by the Discovery Education Assessment Comparative Growth Report. |

HEDI w/ Value Added Measure

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|------------------|---------|-----------|---------|---------|---------|---------|---------|------------|---------|---------|---------|---------|-------------|------|------|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 93-100% | 92%-80% | 74%-79% | 67%-73% | 60%-66% | 53%-59% | 46%-52% | 40%-45% | 34%-39% | 28%-33% | 23%-27% | 20%-22% | 16%-19% | 10-15% | 6-9% | 0-5% |

HEDI w/o Value Added Measure

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | DEVELOPING | | | | | | INEFFECTIVE | | | |
|------------------|--------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|--------|-------------|--------|------|------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 94-100% | 93-87% | 86-80% | 79-75% | 74-70% | 69-65% | 64-60% | 59-55% | 54-51% | 50-47% | 46-43% | 42-40% | 39-35% | 34-30% | 29-25% | 24-21% | 20-19% | 18-16% | 15-10% | 9-6% | 5-0% |

Central Islip Public Schools

High School Principal's Local

| | |
|--|---|
| High School Principal LOCAL MEASURE | 9-12: Use of 4 year Graduation Rate with a rate of improvement. HEDI pts will be allocated based on the increase of the percentage of students that graduate within four years from entering ninth grade as compared to the previous year. |
| Highly Effective (18 – 20) <i>value added measure (14 – 15)</i> | The Graduation Rate for the Graduating Cohort will range from a 5.25% or higher from the previous Graduating Cohort. |
| Effective(9 - 17) <i>value added measure (8 – 13)</i> | The Graduation Rate for the Graduating Cohort will range from a 3.5% to 5.24% increase from the previous Graduating Cohort. |
| Developing (3 - 8) <i>value added measure (3 – 7)</i> | The Graduation Rate for the Graduating Cohort will range from a 1.75% to 3.49% increase from the previous Graduating Cohort. |
| Ineffective (0 - 2) <i>value added measure (0 – 2)</i> | The Graduation Rate for the Graduating Cohort will range from a 0 to 1.74% increase or less from the previous Graduating Cohort. |

HEDI w/ Value Added Measure

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|-----------|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6.13% or higher | 6.12% - 5.25% | 5.24% - 4.96% | 4.95% - 4.67% | 4.66% - 4.38% | 4.37% - 4.09% | 4.08% - 3.80% | 3.79% - 3.50% | 3.49% - 3.13% | 3.12% - 2.80% | 2.79% - 2.45% | 2.44% - 2.10% | 2.09% - 1.75% | 1.74% - 1.17% | 1.16% - .59% | .58% - 0% |

HEDI w/o Value Added Measure

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | INEFFECTIVE | | | |
|------------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------|-------------|-------------|------------|---------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6.43% or higher | 5.84- 6.42% | 5.25- 5.83% | 5.24- 5.04 % | 5.03- 4.83% | 4.82- 4.62% | 4.61- 4.41% | 4.40- 4.20% | 4.19- 3.99% | 3.98- 3.84% | 3.83- 3.65% | 3.64- 3.50% | 3.49- 3.20% | 3.19- 2.90% | 2.89- 2.60% | 2.59- 2.30% | 2.29 -2% | 1.99- 1.75% | 1.74- 1.17% | 1.16- .59% | .58 -0% |

| Multidimensional Principal Performance Rubric | Highly Effective | Effective | Developing | Ineffective |
|--|------------------|-----------|------------|-------------|
| | | % of HE | % of HE | % of HE |
| DOMAIN 1: Shared Vision of Learning | 7 | | | |
| a. Culture | 3.5 | 0.95 | 0.8975 | 0 |
| b. Sustainability | 3.5 | 0.95 | 0.8975 | 0 |
| | | | | |
| DOMAIN 2: School Culture and Instructional Program | 22 | | | |
| a. Culture | 4 | 0.95 | 0.8975 | 0 |
| b. Instructional Program | 5 | 0.95 | 0.8975 | 0 |
| c. Capacity Building | 5 | 0.95 | 0.8975 | 0 |
| d. Sustainability | 4 | 0.95 | 0.8975 | 0 |
| e. Strategic Planning Process | 4 | 0.95 | 0.8975 | 0 |
| | | | | |
| DOMAIN 3: Safe, Efficient, Effective Learning Environment | 17 | | | |
| a. Capacity Building | 4 | 0.95 | 0.8975 | 0 |
| b. Culture | 4 | 0.95 | 0.8975 | 0 |
| c. Sustainability | 4 | 0.95 | 0.8975 | 0 |
| d. Instructional Program | 5 | 0.95 | 0.8975 | 0 |
| | | | | |
| DOMAIN 4: Community | 7 | | | |
| a. Strategic Planning Process: Inquiry | 3 | 0.95 | 0.8975 | 0 |
| b. Culture | 2 | 0.95 | 0.8975 | 0 |
| c. Sustainability | 2 | 0.95 | 0.8975 | 0 |
| | | | | |
| DOMAIN 5: Integrity, Fairness, Ethics | 5 | | | |
| a. Sustainability | 2.5 | 0.95 | 0.8975 | 0 |
| b. Culture | 2.5 | 0.95 | 0.8975 | 0 |
| | | | | |
| DOMAIN 6: Political, Social, Economic, Legal & Cultural Content | 2 | | | |
| a. Sustainability | 1 | 0.95 | 0.8975 | 0 |
| b. Culture | 1 | 0.95 | 0.8975 | 0 |
| | | | | |
| | | | | |

| RATING | Point Range |
|------------------|-------------|
| Highly Effective | 58-60 |
| Effective | 54-57 |
| Developing | 45-53 |
| Ineffective | 0-44 |

**To assign a “ineffective” rating in a sub-domain the evaluator (for observation) or Superintendent must support the rating with at least two (2) pieces of factual evidence (situations, events, etc.) / artifacts as well as provide a detailed written explanation that includes a factually based justification in support of the “ineffective” rating. The explanation must also provide a detailed rationale as to how the cited factual evidence supports an “ineffective” rating for that sub domain.

APPENDIX F

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 10 school days following the start of the student instructional year. Prior to its implementation the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal and the superintendent in collaboration with the president of the *Association* or his/her designee with any differences to be resolved by a consensus determination. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

The Principal must be offered the opportunity for a volunteer peer mentor chosen from the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and principal will be confidential. If there are no suitable mentors and/or no volunteers from the Association, the District shall offer an outside mentor to the Principal.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be born by the District.

No later than November 15th shall the Superintendent meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before February 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP. If at anytime, the Superintendent believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment.

In addition the above meetings with the Superintendent the building principal shall meet with the Assistant Superintendent in charge of Curriculum periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Association adhering to the

requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

Any PIP plan created must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES**: Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

Superintendent

Date

Principal

Date

PRINCIPAL IMPROVEMENT PLAN

| AREA(S) OF IMPROVEMENT | STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE | SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP | PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT |
|--|--|---|--|
| VISION OF LEARNING | | | |
| SCHOOL CULTURE; INSTRUCTIONAL PROGRAM | | | |
| LEARNING ENVIRONMENT | | | |
| COMMUNITY RELATIONS | | | |
| INTEGRITY, FAIRNESS, ETHICS | | | |
| CULTURAL COURTESY | | | |
| COLLABORATION | | | |

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
 Assistant Supt. Signature _____ Date _____
 Superintendent Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

| | <p align="center">Summary of meeting (Superintendent or Assist Supt)</p> | <p align="center">SIGN-OFF BY BOTH PARTIES</p> |
|----------------------------------|---|---|
| <p>Meeting #1 Date _____</p> | | <p>_____</p> <p>_____</p> |
| <p>Meeting #2 Date _____</p> | | <p>_____</p> <p>_____</p> |
| <p>Meeting #3 Date _____</p> | | <p>_____</p> <p>_____</p> |
| <p>Meeting #4 Date _____</p> | | <p>_____</p> <p>_____</p> |
| <p>Meeting #5 Date _____</p> | | <p>_____</p> <p>_____</p> |
| <p>Meeting #6 Date _____</p> | | <p>_____</p> <p>_____</p> |
| <p>Meeting #7 Date _____</p> | | <p>_____</p> <p>_____</p> |

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.

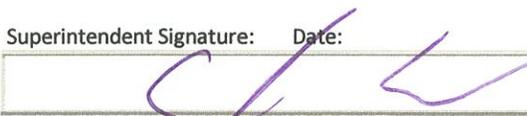
The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the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

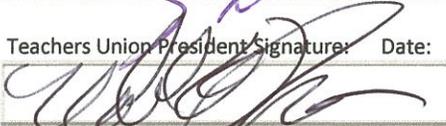
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

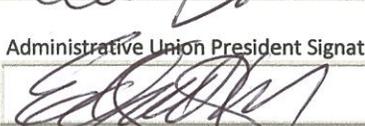
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next 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

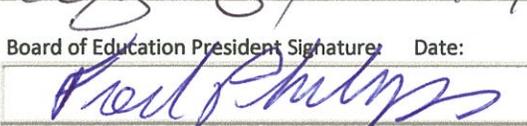
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators 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:  6/13/14

Teachers Union President Signature: Date:  6/13/14

Administrative Union President Signature: Date:  6/13/14

Board of Education President Signature: Date:  6/13/14