



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

Acting Commissioner of Education
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March 23, 2015

Revised

Linda Rozzi, Superintendent
East Islip Union Free School District
1 Craig B. Gariepy Avenue
Islip Terrace, NY 11752

Dear Superintendent Rozzi:

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,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Dean T. 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, August 20, 2013

Updated Monday, December 15, 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 : 580503030000

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

580503030000

1.2) School District Name: EAST ISLIP UFSD

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

EAST ISLIP UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 08/20/2013

Last updated: 03/12/2015

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

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Grade K district wide English Language Arts assessment.
1	District, regional, or BOCES-developed assessment	Grade 1 district wide English Language Arts assessment.
2	District, regional, or BOCES-developed assessment	Grade 2 district wide English Language Arts assessment.

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher, in collaboration with the building administrator, will set individual growth targets for students, using past data to determine a baseline. If the teacher and administrator can not come to an agreement collaboratively, the APPR committee will make the final determination. Based on the percentage of students meeting or exceeding the growth target, teachers will be assigned 0-20 points in the HEDI ratings categories.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See chart

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015

school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Grade K district wide math assessment
1	District, regional, or BOCES-developed assessment	Grade 1 district wide math assessment
2	District, regional, or BOCES-developed assessment	Grade 2 district wide math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher, in collaboration with the building administrator, will set individual growth targets for students, using past data to determine a baseline. If the teacher and administrator can not come to an agreement collaboratively, the APPR committee will make the final determination. . Based on the percentage of students meeting or exceeding the growth target, teachers will be assigned 0-20 points in the HEDI ratings categories.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See chart

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Grades 6 and 7 will be using school wide measures based on the 6, 7 and 8 grade NYS Math and ELA assessments, receiving the state provided school wide growth score for the school. Teachers will be using past data to determine a baseline. Grade 8 will use a a state assessment across the grade level and subject. The teacher, in collaboration with the building administrator, will set individual growth targets for students. If the teacher and administrator can not come to an agreement collaboratively, the APPR committee will make the final determination. Based on the percentage of students meeting or exceeding the individual growth target, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	See chart
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	See chart
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	See chart

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

See chart

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

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.

Grades 6, 7 and 8 will be using school wide measures based on the 6, 7 and 8 grade NYS Math and ELA assessments, receiving the state provided school wide growth score for the school.

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

See Chart

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

See Chart

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

See Chart

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

See Chart

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

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

All Global 1 teachers will receive a HEDI score based on the percentage of students meeting their growth target school wide as described in tasks 2.6 through 2.9, on the tested Regents Assessments: NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents. The higher of the two scores will be used for the Algebra/English Regents. For teachers of Global 2 and American History, the teacher, in collaboration with the building administrator, will set individual growth targets for students, using past data to determine a baseline. If the teacher and administrator can not come to an agreement collaboratively, the APPR committee will make the final determination. Based on the percentage of students meeting or exceeding the growth target, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart. For NYS Global 2 and NYS American History, using the ESBOCES Regional Correlational Analysis Tool, as a guide, (ESBOCES Regional Correlational Analysis tool uses the historical data for Suffolk County based on the NYS Regents results from 3 different longitudinal groups, the first starting in 2006 and continuing for the following two years for a 5 year period. This has been done by using SPSS, a statistical analysis program to identify the degree of relationship between student scores in varying score ranges and different NCLB groups. The SPSS Modeler is the predictive analytical software that determines the likelihood of a successful prediction given the degree of relationship. The confidence interval for these predictions is 80%), 45% of the students will meet or exceed their growth target.

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

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher, in collaboration with the building administrator, will set individual growth targets for students, using past data to determine a baseline. If the teacher and administrator can not come to an agreement collaboratively, the APPR committee will make the final determination. Based on the percentage of students meeting or exceeding the growth target, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart. Using the ESBOCES Regional Correlational Analysis Tool as a guide, 45% of the students will meet or exceed their growth target. See Chart B
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See chart
Effective (9 - 17 points) Results meet District goals for similar students.	See chart
Developing (3 - 8 points) Results are below District goals for similar students.	See chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See chart

2.8) High School Math Regents Courses

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

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

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

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

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

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

The teacher, in collaboration with the building administrator, will set individual growth targets for students, using past data to determine a baseline. If the teacher and administrator can not come to an agreement collaboratively, the APPR committee will make the final determination. Based on the percentage of students meeting or exceeding the growth target, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart. Using the ESBOCES Regional Correlational Analysis Tool as a guide, (ESBOCES Regional Correlational Analysis tool uses the historical data for Suffolk County based on the NYS Regents results from 3 different longitudinal groups, the first starting in 2006 and continuing for the following two years for a 5 year period. This has been done by using SPSS, a statistical analysis program to identify the degree of relationship between student scores in varying score ranges and different NCLB groups. The SPSS Modeler is the predictive analytical software that determines the likelihood of a successful prediction given the degree of relationship. The confidence interval for these predictions is 80%) 45% of the students will meet or exceed their growth target. See Chart B. Both the NYS Integrated Algebra/2005 Standards Geometry Regents and the NYS Common Core Algebra/Geometry Regents will be administered. Teachers will use the higher of the two scores will be used.

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

See chart

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

See chart

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

See chart

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

See chart

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	9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents and the NYS Common Core English Regents will be administered.

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

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

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.

All English 9 and 10 teachers will receive a HEDI score based on the percentage of students meeting their growth target as described in tasks 2.6 through 2.9 school wide on the tested Regents Assessments NYS Living Environment, US History, Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents. The higher of the two scores will be used for the Algebra/English Regents. For teachers of grade 11 English Regents, the teacher, in collaboration with the building administrator, will set individual growth targets for students, using past data to determine a baseline. If the teacher and administrator can not come to an agreement collaboratively, the APPR committee will make the final determination. Based on the percentage of students meeting or exceeding the growth target, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart. For grade 11 ELA using the ESBOCES Regional Correlational Analysis Tool, as a guide, (ESBOCES Regional Correlational Analysis tool uses the historical data for Suffolk County based on the NYS Regents results from 3 different longitudinal groups, the first starting in 2006 and continuing for the following two years for a 5 year period. This has been done by using SPSS, a statistical analysis program to identify the degree of relationship between student scores in varying score ranges and different NCLB groups. The SPSS Modeler is the predictive analytical software that determines the likelihood of a successful prediction given the degree of relationship. The confidence interval for these predictions is 80%) 45% of the students will meet or exceed their growth target. Both the NYS Comprehensive English Regents and the NYS Common Core English Regents will be administered. The higher of the two scores will be used.

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

See chart

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

See chart

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

See chart

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
All Art Courses K-12	School/BOCES-wide/group/team results based on State	Grades K-5; Grades 4 and 5 NYS ELA and Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Music Courses K-12	School/BOCES-wide/group/team results based on State	Grades K-5, Grades 4 and 5 NYS ELA and Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Physical Education Courses K-12	School/BOCES-wide/group/team results based on State	Grades K-5, Grades 4 and 5 NYS ELA and Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Technology Courses	School/BOCES-wide/group/team results based on State	6-8: NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Family Consumer Science Courses	School/BOCES-wide/group/team results based on State	6-8: NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

All Business Courses	School/BOCES-wide/group/team results based on State	9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Health Courses	School/BOCES-wide/group/team results based on State	6-8: NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Other Secondary Math Courses	School/BOCES-wide/group/team results based on State	6-8: NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Other Secondary Social Studies Courses	School/BOCES-wide/group/team results based on State	6-8: NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Other Secondary English Courses	School/BOCES-wide/group/team results based on State	6-8: NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Other Secondary Science Courses	School/BOCES-wide/group/team results based on State	6-8: NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Academic Intervention Services	School/BOCES-wide/group/team results based on State	Grades K-5, Grades 4 and 5 NYS ELA and Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All LOTE Courses	School/BOCES-wide/group/team results based on State	6-8: NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
ELL Grades K - 12	School/BOCES-wide/group/team results based on State	Grades K-5, Grades 4 and 5 NYS ELA and Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

Reading K-12	School/BOCES-wide/group/team results based on State	Grades K-5, Grades 4 and 5 NYS ELA and Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Character Development	School/BOCES-wide/group/team results based on State	6-8: NYS Grades 6, 7 and 8 ELA and Math Assessments
All Special Education Courses	School/BOCES-wide/group/team results based on State	Grades K-5, Grades 4 and 5 NYS ELA and Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

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.

Teachers of Grades K, 1 and 2 will be using school wide measures based on the Grades 4 and 5 NYS ELA and Math assessments, receiving the state provided school wide growth score for the school from their corresponding intermediate school. Teachers of Grades 3-5 will be using the NYS grade 4 and 5 grade ELA and math assessments, receiving the state provided school wide growth score for the school. Grades 6, 7 and 8 will be using school wide measures based on the 6,7 and 8 grade NYS Math and ELA assessments, receiving the state provided school wide growth score for the school. For teachers of all other applicable courses in grades 9 -12, teachers will receive a HEDI score based on the percentage of students meeting their growth target using the process identified in 2.6 to 2.9 school wide score on the tested Regents Assessments: NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents. The higher of the two scores will be used for the Algebra/English. If the teacher and administrator can not come to an agreement collaboratively, the APPR committee will make the final determination.

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

See chart

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

See chart

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

See chart

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

See chart

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/12186/597771-TXEttx9bQW/Growth Charts 2.11 and 7.3 revised 011215.xlsx

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.

The district has no control of the number of students who are economically disadvantaged, English as a new language students, or students with disabilities entering each school, therefore, there may be a disparaging difference between schools. Teachers do not have control over their class rosters. In the past, our district has found that this has some reflection with how students show growth. Based on schools which have students from any of these three sub-groups, adjustments will be made to the growth sub component score. The adjustments will be made as follows: one point will be added to the teacher's score from rosters whose economically disadvantaged population is greater than 5% of the total tested population . One point will be added to the teacher's score from rosters whose students with disabilities population is greater than 5% of the total tested population. One point will be added to the teacher's score from rosters whose students are English as a new language population is greater than 5% of the total tested population.

No score will be awarded that exceeds the highest component score. The administration is responsible for the creation of rosters. The most possible points awarded for locally developed control is two (2).

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, August 20, 2013

Updated Monday, March 09, 2015

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	6(ii) School wide measure computed locally	NYS Grades 3, 4 and 5 ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 3, 4 and 5 ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grade 6, 7, and 8 ELA and Math Assessments

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.	Grades 4 through 8, using students' past data as a baseline, district administrators in collaboration with the classroom teacher will set class wide achievement targets. Based on the school wide percentage of students meeting or exceeding achievement target, teachers will be assigned 0-20 points in the
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HEDI rating categories as identified in the chart.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart in 3.13
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart in 3.13
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart in 3.13

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3, 4 and 5 ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 3, 4 and 5 ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS Grades 6, 7 and 8 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS Grades 6, 7 and 8 ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grades 6, 7 and 8 ELA and Math Assessments

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.	Grades 4 through 8, using students' past data as a baseline, district administrators in collaboration with the classroom teachers will set class wide achievement targets. Based on the school wide percentage of students meeting or exceeding achievement target, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart in 3.13
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart in 3.13

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See Chart in 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See Chart in 3.13

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Grade 2 District wide English Language Arts Assessment
1	6(ii) School-wide measure computed locally	Grade 2 District wide English Language Arts Assessment
2	6(ii) School-wide measure computed locally	Grade 2 District wide English Language Arts Assessment
3	6(ii) School-wide measure computed locally	Grade 3, 4, and 5 NYS English Language Arts and Math Assessments

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.	Teachers of grades K-2 will receive a school wide measure based on the building's Grade 2 District developed ELA and math assessments. The building's achievement score will be an average of the achievement target scores from the Grade 2 District developed ELA and math assessments. We will be using the school wide percentage of students who meet their achievement targets. Grades 3 will receive a school wide measure based on the building's Grade 3, 4 and 5 NYS ELA and math assessments. The building's achievement score will be an average of the achievement target scores from the NYS ELA and math assessments. For all grades, using students' past data as a baseline, district administrators in collaboration with the classroom teacher will set class wide achievement targets. Based on the percentage of students meeting or exceeding achievement targets, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	See Chart

grade/subject.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Grade 2 District wide math assessment
1	6(ii) School-wide measure computed locally	Grade 2 District wide math assessment
2	6(ii) School-wide measure computed locally	Grade 2 District wide math assessment
3	6(ii) School-wide measure computed locally	NYS Grades 3, 4, and 5 English Language Arts and Math 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.	Teachers of grades K-2 will receive a school wide measure based on the building's Grade 2 District developed ELA and math assessments. We will be using the school wide percentages of students meeting their achievement targets. The building's achievement score will be an average of the achievement target scores from the Grade 2 District developed ELA and math assessments. Grades 3 will receive a school wide measure based on the building's Grade 3, 4 and 5 NYS ELA and math assessments. The building's achievement score will be an average of the achievement target scores from the NYS ELA and math assessments. For all grades, using students' past data as a baseline, district administrators in collaboration with the classroom teacher will set class wide achievement targets. Based on the percentage of students meeting or exceeding achievement targets, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grades 6, 7 and 8 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS Grades 6, 7 and 8 ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grades 6, 7 and 8 ELA and Math Assessments

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.	Teachers of grades 6, 7 and 8 Science will receive a school wide measure based on the building's NYS ELA and Math Assessments. Based on the school wide percentage of students meeting or exceeding achievement targets, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart. We will be using the school wide percentages of students meeting their achievement targets. Targets are set collaboratively with administrators and teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart

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	6(ii) School wide measure computed locally	NYS Grades 6, 7 and 8 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS Grades 6, 7 and 8 ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grades 6, 7 and 8 ELA and Math Assessments

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.	Teachers of grades 6, 7 and 8 Social Studies will receive a school wide measure based on the building's NYS ELA and Math Assessments. Based on the school wide percentage of students meeting or exceeding achievement targets, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart. We will be using the school wide percentages of students meeting their achievement targets. Targets are set collaboratively with administrators and teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Global 2	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
American History	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive HEDI ratings based on the percentage of students reaching proficiency (65 or higher) on the following Regents NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents. Teachers will use the higher of the two English/Algebra Regents scores. The percent of students reaching proficiency for each assessment will be averaged to result in a final percent proficient. We will be using the school wide percentages of students meeting their achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Earth Science	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Chemistry	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Physics	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive HIEDI ratings based on the percentage of students reaching proficiency (65 or higher) on the following Regents NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents. Teachers will use the higher of the two English/Algebra Regents scores. The percent of students reaching profeciency for each assessment will be averaged to result in a final percent proficient. We will be using the school wide percentages of students meeting their achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Geometry	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive HIEDI ratings based on the percentage of students reaching proficiency (65 or higher) on the following Regents NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents. Teachers will use the higher of the two English/Algebra Regents scores. The percent of students reaching profeciency for each assessment will be averaged to result in a final percent proficient. We will be using the school wide percentages of students meeting their achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive HIEDI ratings based on the percentage of students reaching proficiency (65 or higher) on the following Regents NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents. Teachers will use the higher of the two English/Algebra Regents scores. The percent of students reaching proficiency for each assessment will be averaged to result in a final percent proficient. We will be using the school wide percentages of students meeting their achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart

3.12) All Other Courses

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

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Art Courses K-12	6(ii) School wide measure computed locally	K-2 Grade 2 District wide ELA and Math Assessments; Grades 3 -5, Grade 3, 4, and 5 NYS ELA and NYS Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

All Music Courses K- 12	6(ii) School wide measure computed locally	K-2 Grade 2 District wide ELA and MATH Assessments, Gradea 3,4,and 5 NYS Grades 3, 4 and 5 NYS ELA and NYS Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Physical Education Courses K-12	6(ii) School wide measure computed locally	K-2 Grade 2 District wide ELA and MATH Assessments, Gradea 3,4,and 5 NYS Grades 3, 4 and 5 NYS ELA and NYS Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Health Courses 6-12	6(ii) School wide measure computed locally	6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Technology Courses 6 - 12	6(ii) School wide measure computed locally	6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Family Consumer Science Courses 6-12	6(ii) School wide measure computed locally	6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Business Courses 9-12	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Secondary Math Courses 9-12	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Other Secondary Social Studies Courses 9-12	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Other Secondary English Courses 9-12	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
All Other Secondary Science Courses 9-12	6(ii) School wide measure computed locally	NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
World Language Courses 7 - 12	6(ii) School wide measure computed locally	6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS

		Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Reading K-12	6(ii) School wide measure computed locally	K-2 Grade 2 District wide ELA and MATH Assessments, Gradea 3,4,and 5 NYS Grades 3, 4 and 5 NYS ELA and NYS Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
Character Development 6-8	6(ii) School wide measure computed locally	6, 7, 8 NYS ELA and Math Assessments,
Academic Intervention Services K-12	6(ii) School wide measure computed locally	K-2 Grade 2 District wide ELA and MATH Assessments, Gradea 3,4,and 5 NYS Grades 3, 4 and 5 NYS ELA and NYS Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents
ELL Courses K-12	6(ii) School wide measure computed locally	K-2 Grade 2 District wide ELA and MATH Assessments, Gradea 3,4,and 5 NYS Grades 3, 4 and 5 NYS ELA and NYS Math Assessments; 6-8 NYS Grades 6, 7 and 8 ELA and Math Assessments 9-12 NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all other teachers in grades k-8 achievement targets will be set on the listed assessments. These targets will be set by district administrators in collaboration with teachers. HEDI points will be assigned based on the school wide percentages of students who meet their targets. Teachers of grades 9-12 will receive HIEDI ratings based on the percentage of students reaching proficiency (65 or higher) on the following Regents: NYS Living Environment, NYS US History, NYS Global Histroy, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents. Teachers will use the higher of the two English/Algebra Regents scores. The percent of students reaching profeciency for each assessment will be averaged to result in a final percent proficient. We will be using the school wide percentages of students meeting their achievement targets.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

See Chart

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

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/12149/597873-y92vNseFa4/Achievement Charts K-8 3.xlsx

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.

The district has no control of the number of students who are economically disadvantaged, English as a new language students, or students with disabilities entering each school, therefore, there may be a disparaging difference between schools. Teachers do not set their own course rosters. In the past, our district has found that this has some reflection with how students show growth. Based on schools which have students from any of these three sub-groups, adjustments will be made to the local sub component score. The adjustments will be made as follows: one point will be added to the teacher's score from rosters whose economically disadvantaged population is greater than 5% of the total tested population . One point will be added to the teacher's score from rosters whose students with disabilities population is greater than 5% of the total tested population. One point will be added to the teacher's score from rosters whose students are English as a new language population is greater than 5% of the total tested population.

No score will be awarded that exceeds the highest component score. The administration is responsible for the creation of rosters. The most possible points awarded for locally developed control is two (2).

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.

Because of the use of school wide measure, there are no teachers to whom this applies.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, August 26, 2013
Updated Thursday, January 15, 2015

Page 1

4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
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Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
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	28

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)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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 of the four Danielson domains will be rated equally between 0 and 8 points to result in a total of 32 possible points for Observations. Scores will be given to a domain after each observation based on the evidence collected/observed during the observation. Highly Effective =7-8, Effective= 3-6, Developing = 1-2 and Ineffective = 0 (each Domain is added together to result in a score from 0 - 32 for each observation). Scores from each observation will be added together and divided by the total number of observations to result in a final observation score between 0 - 32. The remaining 28 points will be awarded based on the collection of artifacts throughout the year and will be rated according to the Danielson rubric. Each artifact will be scored according to the domain in which it most closely aligns. Artifacts are rated according to the following scale: HE=28, E=19, D=7, and I=0. Scores from all artifacts collected across the year will be averaged together to result in an artifact score from 0-28. Scores from the observations and artifact collection will be converted to a HEDI score from 0-60 using the attached conversion chart. The composite score from 0-60 will be rounded to the nearest whole number, but at no time will rounding result in a teacher moving from one HEDI rating category 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/12179/604291-eka9yMJ855/Annual Evaluation Report_082713 Section 4.5_1.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.	Teachers showing exemplary or above average performance in planning and preparation, delivering instruction, managing classroom environment and professional responsibilities.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers showing average performance in planning and preparation, delivering instruction, managing classroom environment and professional responsibilities.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers showing below average performance in planning and preparation, delivering instruction, managing classroom environment and professional responsibilities.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers showing unsatisfactory performance in planning and preparation, delivering instruction, managing classroom environment and professional responsibilities.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 to 60
Effective	57 to 58
Developing	50 to 56
Ineffective	0 to 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	2
Informal/Short	1
Enter Total	3

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)

Created Monday, August 26, 2013

Updated Tuesday, December 16, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created: 08/26/2013

Last updated: 03/12/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification), L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/604316-Df0w3Xx5v6/TIP_082713.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:

An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. Tenured teachers who are rated effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluating and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year excluding summer recess, of the teacher's receipt of the APPR evaluation.

Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated ineffective, effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year excluding summer recess, of the teacher's receipt of the APPR evaluation.

Within ten (10) days of the receipt of a teacher's annual evaluation, a teacher receiving a rating of developing can request a review by the Superintendent; the review will cite reasons for the "Developing" rating.

The term "days" as used in this section is defined as business days when school is in session and teachers are required to be present. It excludes all school recesses.

1. Appeal to Superintendent of Schools

Within ten (10) days of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools or his/her designee.

The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance, rating and/or adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.

Within fifteen (15) days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render an initial determination, in writing, with respect to the appeal. If the teacher is not satisfied with the Superintendent's response, he/she may, within fifteen (15) days of receipt of the Superintendent's determination, elect review of the appeal papers by one outside expert who will be chosen from a panel of three persons selected by the District and EITA as per the procedure below.

2. Appeal to Panelist

Expert review shall be completed within fifteen (15) days of delivery of the written request for review to the panel member. The expert may recommend a modification of the TIP, or a modification of the rating, along with his/her rationale for the same. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The panelist's written review recommendation shall be transmitted to the Superintendent and appellant upon completion.

The Superintendent shall consider the written review recommendation of the panelist and shall issue a written decision within ten (10) days thereof. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure. (The parties acknowledge that nothing herein shall prevent a unit member from offering into evidence the written review recommendations of an outside expert appointed pursuant to this subdivision in the context of a 3020-a discharge proceeding based on a "pattern of ineffective teaching or performance" or "pedagogical incompetence").

3. Establishing and Utilizing the Panel

The initial panel shall be identified in a separate writing between the parties. The panel composition shall be reviewed annually beginning on July 1, 2013. The panelists shall be selected in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. The cost of expert review shall be borne equally between the Association and the District.

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

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

The district began using the Charlotte Danielson rubric for observations and evaluations for Effective Teaching during 2006/2007 school year. All administrators received training sponsored in district on the Danielson Framework from an outside consultant. This helped all administrators to deepen their understanding of each of the domains and promoted rator reliability. Beginning September 2013, in compliance with state guidelines, all administrators will continue to receive ongoing training which addresses all of the lead evaluator training components. The re-certification training will take place annually, it will consist of approximately 6 hours. Observations will be discussed, critiqued, and compared in order to foster consistent rating amongst the administrators. Lead evaluators will be certified by the Superintendent, and the Board of Education, indefinitely. All new evaluators will receive training that covers the requirements in section 30-2 of the Regent's rules.

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:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 08/26/2013

Last updated: 03/12/2015

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

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

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

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

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

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

	3 -5
	6 -8
	9 -12

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
--	---------

Assure that the State-provided growth measure will be used if a value-added measure has not been approved

Checked

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K -2	District, regional, or BOCES-developed	Grades K, 1, 2 District Developed English Language Arts and Math Assessment

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.	Using baseline data teachers and principals will collaboratively set individual growth targets. The principal's evaluator will approve the SLO. HIEDI points are assigned based on the percentage of students who meet their targets.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See uploaded chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded chart.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See uploaded chart.

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/12156/604355-lha0DogRNw/Growth Charts 2.11 and 7.3_1152015_eOF2BnW.xlsx

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.

The district has no control of the number of students who are economically disadvantaged, English as a new language students, or students with disabilities entering each school, therefore, there may be a disparaging difference between schools. In the past, our district has found that this has some reflection with how students show growth. Based on schools which have students from any of these three sub-groups, adjustments will be made to the growth sub component score. The adjustments will be made as follows: one point will be added to the building score from rosters whose economically disadvantaged population is greater than 5% of the total tested population . One point will be added to the building score from rosters whose students with disabilities population is greater than 5% of the total tested population. One point will be added to the building score from rosters whose students are English as a new language population is greater than 5% of the total tested population.

No score will be awarded that exceeds the highest component score. The administration is responsible for the creation of rosters. The most possible points awarded for locally developed control is two (2).

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

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

8. Local Measures (Principals)

Created Monday, August 26, 2013

Updated Monday, March 09, 2015

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	NYS grades 3, 4, and 5 ELA and Math Assessments
6-8	(d) measures used by district for teacher evaluation	NYS grades 6, 7, and 8 ELA and MATH Assessments
9-12	(d) measures used by district for teacher evaluation	9-12 NYS Living Environment, NYS US History, NYS Global History, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Comprehensive English Regents, NYS Common Core English Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Teachers and principals will collaboratively set achievements targets and these targets will be approved by the principal's evaluator. HEIDI points are based on the percent of students meeting achievement targets. Where students take both the 2005 Standards and Common Core Regents Assessments, the higher of the scores will be used for APPR purposes.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the upload in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the upload in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Please see the upload in 8.1

grade/subject.

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

Please see the upload in 8.1

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/12190/604416-qBFVOWF7fC/Achievement Charts K-8 3.xlsx

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Grade 2 District developed ELA and math assessments

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.	Teachers and principals will collaboratively set achievements targets and these targets will be approved by the principal's evaluator. HEIDI points are based on the percent of students meeting achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 8.1
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 8.1
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see upload in 8.1

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

The district has no control of the number of students who are economically disadvantaged, English as a new language students, or students with disabilities entering each school, therefore, there may be a disparaging difference between schools. In the past, our district has found that this has some reflection on student achievement. Based on schools which have students from any of these three sub-groups, adjustments will be made to the local sub component score. The adjustments will be made as follows: one point will be added to the building score from rosters whose economically disadvantaged population is greater than 5% of the total tested population. One point will be added to the building score from rosters whose students with disabilities population is greater than 5% of the total tested population. One point will be added to the building score from rosters whose students are English as a new language population is greater than 5% of the total tested population.

No score will be awarded that exceeds the highest component score. The administration is responsible for the creation of rosters. The most possible points awarded for locally developed control is two (2).

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

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

9. Other Measures of Effectiveness (Principals)

Created Monday, August 26, 2013

Updated Thursday, February 05, 2015

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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.

Based on the MPPR descriptors, each of the seven domains will be rated holistically for a total of 60 points. Highly effective will yield 54-60 points, effective will be based on 30-53 points, developing will consist of 14-29 points, and a score of 0-13 points will be noted as ineffective. Points will be assigned based on multiple visits and the evidence collected, a score per domain will be assigned. Domain 1: 8 points; Highly effective 8-7, Effective 6 - 3, Developing 2 - 1, Ineffective 0. Domain 2: 16 points; Highly Effective 16-14, Effective 13 - 6, Developing 5 - 1 Ineffective 0. Domain 3: 8 points, Highly Effective 8-7, Effective 6 - 3, Developing 2 - 1, Ineffective 0; and Domain 4: 8 points; Highly effective 8-7, Effective 6 - 3, Developing 2 - 1, Ineffective 0. Domain 5: 8 points; Highly effective 8-7, Effective 6 - 3, Developing 2- 1, Ineffective 0. Domain 6: 4 points: Highly Effective 4, Effective 3 -2, Developing 1, Ineffective 0. Domain 7: 8 points, Highly effective 8-7, Effective 6 - 3, Developing 2 - 1, Ineffective 0.

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/12205/604445-pMADJ4gk6R/MPPR Princ Eval Rubric \(Appdx A\) 2013-14 Rev. 2515.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance in setting a vision for learning goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.

Ineffective: Overall performance and results do not meet standards.

Unsatisfactory performance in setting a vision for learning goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54 to 60
Effective	30 to 53
Developing	14 to 29
Ineffective	0 to 13

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Monday, January 12, 2015

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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	54 to 60
Effective	30 to 53
Developing	14 to 29
Ineffective	0 to 13

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 Monday, August 26, 2013

Updated Thursday, February 05, 2015

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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/12168/604452-Df0w3Xx5v6/PIP_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Appeal to Superintendent of Schools

Only principals receiving an ineffective rating have the right to appeal.

Within ten (10) business days of the receipt of the final annual evaluation, the principal may request, in writing, review by the

Superintendent of Schools or his/her designee. If the principal is on vacation when the final evaluation is issued, the ten (10) business days for appeal provided herein shall not commence until the principal returns from vacation. In this event the process will be timely and expeditious in compliance with 3012-c. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.

Within fifteen (15) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render an initial determination, in writing, with respect to the appeal. In the event that the appealing principal receives two consecutive ratings of ineffective, and the principal is not satisfied with the Superintendent's response, he/she may, within fifteen (15) business days of receipt of the Superintendent's determination, elect review of the appeal papers by two to three outside expert who will be mutually agreed upon by the District and EIASA.

2. Appeal to Panelist

Expert review shall be completed within fifteen (15) business days of delivery of the written request for review to the panel. The experts may recommend a modification of the PIP, or a modification of the rating, along with his/her rationale for the same. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination supporting papers submitted by the principal and/or a response to the appeal by the principal's evaluator. The panelists' written review recommendation shall be transmitted to the Superintendent and appellant upon completion.

The Superintendent shall consider the written review recommendation of the panelists and shall issue a written decision within fifteen (15) business days thereof with respect thereto.

3. Establishing and Utilizing the Panel

The initial panel shall be identified in a separate writing between the parties. The panel composition shall be reviewed annually beginning on July 1, 2013. The panelists shall be selected in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. The cost of expert review shall be borne equally between EIASA and the District.

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

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

The district began using the MPPR rubric for observations and evaluations. All administrators received training sponsored in district on the MPPR from an outside consultant. This helped all administrators to deepen their understanding of each of the domains and promoted inter-rater reliability. In compliance with state guidelines, all administrators will continue to receive ongoing training for approximately 12 hours which addresses all of the lead evaluator training components. This training includes observing numerous video lessons of classroom lessons and the administrators rated them using the rubric. Observations are discussed, critiqued, and compared in order to foster consistent rating amongst the administrators. Once training is completed, lead evaluators will be certified.

The Superintendent, the Assistant Superintendent of Personnel, and the Assistant to the Superintendent of Special Education and Pupil Personnel Services are retrained each year in all of the components required for lead evaluator recertification. The training includes participation in a series of BOCES sponsored workshops designed specifically for the recertification of Lead Evaluators. In the spring of each year a list of the workshops attended for each of these 3 administrators is submitted to the Board of Education for their review and approval of recertification. All new evaluators will receive training that covers the requirements in section 30-2 of the Regents rules.

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: 12/16/2013

Last updated: 03/13/2015

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: [APPR District Certification Form](#). Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/861617-3Uqgn5g9lu/Certification_031315.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.

Chart B (To be used for growth) (No VAM)

This chart is for sections: 2.2 through 2.10

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
100-97	96-93	92-90	89-85	84-81	80-76	75-71	70-65	64-60	59-55	54-50	49-45	44-41	40-38	37-34	33-30	29-25	24-21	20-13	12-5	4-0

Chart B2

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



East Islip School District
ANNUAL EVALUATION REPORT
For Certified Personnel

Name: _____ **School:** _____ **School Year:** _____
Years of Service in EI: _____ **Department/Grade:** _____ **Tenured:** _____ **Non-Tenured:** _____

The annual evaluation is a summary of the teacher's overall performance for the year. Supervisors will assign a rating of (H) Highly Effective, (E) Effective, (D) Developing or (I) Ineffective for each specific domain, as well as, an overall rating of (H) Highly Effective, (E) Effective, (D) Developing or (I) Ineffective. Comments will elaborate on the strength or areas of concern in each component of the domain. Comments, impressions and specific recommendations related to these areas appear in the comments and summary sections. Teacher reflections and lists of professional contributions are to be attached as part of this document.

<p style="text-align: center;"><i>Planning/Preparation</i></p> <ul style="list-style-type: none"> • Demonstrating knowledge of content & pedagogy • Demonstrating knowledge of students • Setting clear instructional outcomes aligned to EI curriculum and NYS Standards • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments <p><u>COMMENTS/EVIDENCE:</u> _____ _____</p>	<p style="text-align: center;"><i>The Environment</i></p> <ul style="list-style-type: none"> • Creating an environment of respect & rapport • Establishing a culture for learning • Managing procedures • Managing student behavior • Organizing physical space <p><u>COMMENTS/EVIDENCE:</u> _____ _____</p>
<p style="text-align: center;"><i>Instruction</i></p> <p>Communicating clear expectations & explanation Using questioning & discussion techniques Engaging students in learning Structure and pacing Using assessment in instruction Demonstrating flexibility & responsiveness</p> <p><u>COMMENTS/EVIDENCE:</u> _____ _____</p>	<p style="text-align: center;"><i>Professional Responsibilities</i></p> <p>Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing & developing professionally Showing professionalism</p> <p><u>COMMENTS/EVIDENCE:</u> _____ _____</p>

--	--

(5/13-db)

Teacher goals for the coming year, as appropriate.

- May be collaboratively developed
- Should align with district and/or building goals
- Should be informed by student performance data

Supervisor's Summary:

	<table border="1" style="margin: auto;"> <tr> <td style="width: 15%; text-align: center;"> </td> <td style="width: 15%; text-align: center;">/32</td> <td style="width: 15%; text-align: center;"> </td> <td style="width: 15%; text-align: center;">/28</td> <td style="width: 10%; text-align: center;">=</td> <td style="width: 15%; text-align: center;"> </td> <td style="width: 15%; text-align: center;">/60</td> </tr> <tr> <td style="border: none;">_____</td> </tr> </table>		/32		/28	=		/60	_____	_____	_____	_____	_____	_____	_____
	/32		/28	=		/60									
_____	_____	_____	_____	_____	_____	_____									

Check here if a formal Teacher Improvement Plan is required:

Overall Rating: <input style="width: 40px; height: 20px;" type="text"/> <small>"H" "E" "D" or "I"</small>	For Non-Tenured Teachers Only: <input style="width: 30px; height: 20px;" type="checkbox"/> <input style="width: 30px; height: 20px;" type="checkbox"/>	Recommended for continuance Not recommended for continuance
Teacher's Signature: _____	Date: _____	
Supervisor's Signature: _____	Date: _____	
Principal's Signature: _____	Date: _____	

*Signing this form indicates only that it has been read and received.
 Comments and responses may be attached with a copy to supervisor and file.*

WHITE - Teacher	GREEN - Principal	BLUE - Director	YELLOW - Personnel File	PINK - Superintendent
-----------------	-------------------	-----------------	-------------------------	-----------------------

Observations

Artifacts

			0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
			0.00	1.00	26.13	26.67	27.12	27.58	28.04	28.50	28.95	29.41	29.87	30.40	30.43	30.47	30.50	30.53	30.57	30.60	30.63	30.66	30.70	30.73	30.76	30.80	30.83	30.86	30.90	30.93	31.47	31.60	31.73	31.87	32.00
0	0.00	0.00	0.00	1.00	26.13	26.67	27.12	27.58	28.04	28.50	28.95	29.41	29.87	30.40	30.43	30.47	30.50	30.53	30.57	30.60	30.63	30.66	30.70	30.73	30.76	30.80	30.83	30.86	30.90	30.93	31.47	31.60	31.73	31.87	32.00
1	11.43	11.43	11.43	12.43	37.57	38.10	38.56	39.01	39.47	39.93	40.39	40.84	41.30	41.83	41.87	41.90	41.93	41.97	42.00	42.03	42.06	42.10	42.13	42.16	42.20	42.23	42.26	42.30	42.33	42.37	42.90	43.03	43.17	43.30	43.43
2	22.87	22.87	22.87	23.87	49.00	49.53	49.99	50.45	50.91	51.36	51.82	52.28	52.73	53.27	53.30	53.33	53.37	53.40	53.43	53.46	53.50	53.53	53.56	53.60	53.63	53.66	53.70	53.73	53.76	53.80	54.33	54.47	54.60	54.73	54.87
3	23.33	23.33	23.33	24.33	49.47	50.00	50.46	50.91	51.37	51.83	52.29	52.74	53.20	53.73	53.77	53.80	53.83	53.87	53.90	53.93	53.96	54.00	54.03	54.06	54.10	54.13	54.16	54.20	54.23	54.27	54.80	54.93	55.07	55.20	55.33
4	23.64	23.64	23.64	24.64	49.78	50.31	50.77	51.23	51.68	52.14	52.60	53.06	53.51	54.04	54.08	54.11	54.14	54.18	54.21	54.24	54.28	54.31	54.34	54.37	54.41	54.44	54.47	54.51	54.54	54.58	55.11	55.24	55.38	55.51	55.64
5	23.96	23.96	23.96	24.96	50.09	50.62	51.08	51.54	51.99	52.45	52.91	53.37	53.82	54.36	54.39	54.42	54.45	54.49	54.52	54.55	54.59	54.62	54.65	54.69	54.72	54.75	54.78	54.82	54.85	54.89	55.42	55.56	55.69	55.82	55.96
6	24.27	24.27	24.27	25.27	50.40	50.93	51.39	51.85	52.30	52.76	53.22	53.68	54.13	54.67	54.70	54.73	54.77	54.80	54.83	54.86	54.90	54.93	54.96	55.00	55.03	55.06	55.10	55.13	55.16	55.20	55.73	55.87	56.00	56.13	56.27
7	24.58	24.58	24.58	25.58	50.71	51.24	51.70	52.16	52.62	53.07	53.53	53.99	54.44	54.98	55.01	55.04	55.08	55.11	55.14	55.18	55.21	55.24	55.27	55.31	55.34	55.37	55.41	55.44	55.47	55.51	56.04	56.18	56.31	56.44	56.58
8	24.89	24.89	24.89	25.89	51.02	51.55	52.01	52.47	52.93	53.38	53.84	54.30	54.75	55.29	55.32	55.35	55.39	55.42	55.45	55.49	55.52	55.55	55.59	55.62	55.65	55.68	55.72	55.75	55.78	55.82	56.35	56.49	56.62	56.75	56.89
9	25.20	25.20	49.15	49.53	51.33	51.87	52.32	52.78	53.24	53.70	54.15	54.61	55.07	55.60	55.63	55.67	55.70	55.73	55.76	55.80	55.83	55.86	55.90	55.93	55.96	56.00	56.03	56.06	56.09	56.13	56.67	56.80	56.93	57.07	57.20
10	25.51	25.51	25.51	26.51	51.64	52.18	52.63	53.09	53.55	54.01	54.46	54.92	55.38	55.91	55.94	55.98	56.01	56.04	56.08	56.11	56.14	56.17	56.21	56.24	56.27	56.31	56.34	56.37	56.41	56.44	56.98	57.11	57.24	57.38	57.51
11	25.82	25.82	25.82	26.82	51.95	52.49	52.95	53.40	53.86	54.32	54.77	55.23	55.69	56.22	56.25	56.29	56.32	56.35	56.39	56.42	56.45	56.49	56.52	56.55	56.58	56.62	56.65	56.68	56.72	56.75	57.29	57.42	57.55	57.69	57.82
12	26.13	26.13	26.13	27.13	52.27	52.80	53.26	53.71	54.17	54.63	55.09	55.54	56.00	56.53	56.57	56.60	56.63	56.67	56.70	56.73	56.76	56.80	56.83	56.86	56.90	56.93	56.96	57.00	57.03	57.07	57.60	57.73	57.87	58.00	58.13
13	26.60	26.60	26.60	27.60	52.73	53.27	53.72	54.18	54.64	55.10	55.55	56.01	56.47	57.00	57.03	57.07	57.10	57.13	57.17	57.20	57.23	57.26	57.30	57.33	57.36	57.40	57.43	57.46	57.50	57.53	58.07	58.20	58.33	58.47	58.60
14	26.64	26.64	26.64	27.64	52.78	53.31	53.77	54.22	54.68	55.14	55.60	56.05	56.51	57.04	57.08	57.11	57.14	57.17	57.21	57.24	57.27	57.31	57.34	57.37	57.41	57.44	57.47	57.50	57.54	57.58	58.11	58.24	58.38	58.51	58.64
15	26.69	26.69	26.69	27.69	52.82	53.35	53.81	54.27	54.72	55.18	55.64	56.10	56.55	57.09	57.12	57.15	57.18	57.22	57.25	57.28	57.32	57.35	57.38	57.42	57.45	57.48	57.51	57.55	57.58	58.11	58.29	58.42	58.55	58.69	
16	26.73	26.73	26.73	27.73	52.86	53.39	53.85	54.31	54.77	55.22	55.68	56.14	56.59	57.13	57.16	57.19	57.23	57.26	57.29	57.33	57.36	57.39	57.42	57.46	57.49	57.52	57.56	57.59	57.62	57.66	58.19	58.33	58.46	58.59	58.73
17	26.77	26.77	26.77	27.77	52.90	53.44	53.89	54.35	54.81	55.27	55.72	56.18	56.64	57.17	57.20	57.24	57.27	57.30	57.34	57.37	57.40	57.43	57.47	57.50	57.53	57.57	57.60	57.63	57.67	58.24	58.37	58.50	58.64	58.77	
18	26.81	26.81	26.81	27.81	52.95	53.48	53.94	54.39	54.85	55.31	55.77	56.22	56.68	57.21	57.25	57.28	57.31	57.34	57.38	57.41	57.44	57.48	57.51	57.54	57.58	57.61	57.64	57.67	57.71	58.28	58.41	58.55	58.68	58.81	
19	26.86	26.86	26.86	27.86	52.99	53.52	53.98	54.44	54.89	55.35	55.81	56.27	56.72	57.26	57.29	57.32	57.35	57.39	57.42	57.45	57.49	57.52	57.55	57.59	57.62	57.65	57.68	57.72	57.75	58.32	58.46	58.59	58.72	58.86	
20	26.90	26.90	26.90	27.90	53.03	53.56	54.02	54.48	54.94	55.39	55.85	56.31	56.76	57.30	57.33	57.36	57.40	57.43	57.46	57.50	57.53	57.56	57.59	57.63	57.66	57.69	57.73	57.76	57.79	58.33	58.46	58.59	58.72	58.86	
21	26.94	26.94	26.94	27.94	53.07	53.61	54.06	54.52	54.98	55.44	55.89	56.35	56.81	57.34	57.37	57.41	57.44	57.47	57.51	57.54	57.57	57.60	57.64	57.67	57.70	57.74	57.77	57.80	57.84	58.37	58.50	58.63	58.76	58.89	
22	26.98	26.98	26.98	27.98	53.12	53.65	54.11	54.56	55.02	55.48	55.94	56.39	56.85	57.38	57.42	57.45	57.48	57.51	57.55	57.58	57.61	57.65	57.68	57.71	57.75	57.78	57.81	57.84	57.88	58.41	58.54	58.67	58.80	58.93	
23	27.03	27.03	27.03	28.03	53.16	53.69	54.15	54.61	55.06	55.52	55.98	56.44	56.89	57.43	57.46	57.49	57.52	57.56	57.59	57.62	57.66	57.69	57.72	57.76	57.79	57.82	57.85	57.89	57.92	58.45	58.58	58.71	58.84	58.97	
24	27.07	27.07	27.07	28.07	53.20	53.73	54.19	54.65	55.11	55.56	56.02	56.48	56.93	57.47	57.50	57.53	57.57	57.60	57.63	57.66	57.70	57.73	57.76	57.80	57.83	57.86	57.90	57.93	57.96	58.49	58.62	58.75	58.88	59.01	
25	27.53	27.53	27.53	28.53	53.67	54.20	54.66	55.11	55.57	56.03	56.49	56.94	57.40	57.93	57.97	58.00	58.03	58.07	58.10	58.13	58.16	58.20	58.23	58.26	58.30	58.33	58.36	58.40	58.43	58.97	59.10	59.23	59.36	59.49	
26	27.69	27.69	27.69	28.69	53.82	54.36	54.81	55.27	55.73	56.19	56.64	57.10	57.56	58.09	58.12	58.16	58.19	58.22	58.25	58.29	58.32	58.35	58.39	58.42	58.45	58.49	58.52	58.55	58.58	59.11	59.24	59.37	59.50	59.63	
27	27.85	27.85	27.85	28.85	53.98	54.51	54.97	55.43	55.88	56.34	56.80	57.26	57.71	58.25	58.28	58.31	58.34	58.38	58.41	58.44	58.48	58.51	58.54	58.58	58.61	58.64	58.67	58.71	58.74	59.27	59.40	59.53	59.66	59.79	
28	28.00	28.00	28.00	29.00	54.13	54.67	55.12	55.58	56.04	56.50	56.95	57.41	57.87	58.40	58.43	58.47	58.50	58.53	58.57	58.60	58.63	58.66	58.70	58.73	58.76	58.80	58.83	58.86	58.90	58.93	59.47	59.60	59.73	59.87	60.00

Principal: _____

School: _____

Date: _____

MPPR-Multidimensional Professional Performance Review (60 Points)

DOMAIN 1 – SHARED VISION OF LEARNING

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

[] out of **EIGHT** points

A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – vision and mission

B. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – school improvement

Evidence:

_____ / 8

DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM

education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

[] out of **SIXTEEN** points

A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – communication, collaboration, learning environment

B. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – curricular program, meaning for students, approaches to supervise instruction & actions towards instructional time

C. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – instructional and leadership capacity, approaches to technologies

D. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – assessment, accountability and student achievement

E. Strategic Planning Process (the implementation and stewardship of goals, decisions and actions) – monitoring/inquiry/ instructional program

Evidence:

_____ / 16

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT

education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

[] out of **EIGHT** points

A. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – use of human, fiscal and technological resources, leadership

B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – school safety

C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – management & operational systems

D. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – time allocation

Evidence:

____ / 8

DOMAIN 4 - COMMUNITY

education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

[] out of **EIGHT** points

A. Strategic Planning Process: (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) – Inquiry, educational environment

B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – community engagement

C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – family and caregiver involvement

Evidence:

____ / 8

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

[] out of **EIGHT** points

- A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – accountability academic & social, decision making, handling of mandates
- B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – self awareness, reflective practice, transparency and ethical behaviors, democracy, equity, diversity, individual needs of students

Evidence:

____ / 8

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT

[] out of **FOUR** points

- A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – decisions affecting student learning from outside the school, emerging trends or initiatives
- B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – advocates

Evidence:

____ / 4

DOMAIN 7 – GOALS SETTING AND ATTAINMENT

[] out of **EIGHT** points

- A. Uncovering Goals – Align, Define
- B. Strategic Planning – Prioritize, Strategize
- C. Taking Action – Mobilize, Monitor, Refine
- D. Evaluating Attainment – Document Insights, Accomplishments, New questions, Implications for Moving Forward, Next Steps

Evidence:

____ / 8

Narrative Summary:

--

Growth Factor or SLO (25 or 20)	Local Measure (20 or 15)	MPPR Score (60)	Overall Composite Score	Overall HEDI Rating

Overall Rating:

<table border="1"><thead><tr><th>H</th><th>E</th><th>D</th><th>I</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td></tr></tbody></table>	H	E	D	I				
H	E	D	I					

I have reviewed this document: _____ (signature) Date: _____

Evaluation conducted by _____ (signature) Date: _____

Highly Effective	54 - 60
Effective	30 - 53
Developing	14 - 29
Ineffective	0 - 13

	<u>8 PT SCALE</u>	<u>16 POINT SCALE</u>	<u>4 POINT SCALE</u>
HE	8 - 7	16 - 14	4
E	6 - 3	13 - 6	3 - 2
D	2 - 1	5 - 1	1
I	0	0	0

PIP – Principal Improvement Plan

Goals to Improve Principal Performance

This form is to be used when a principal receives a developing or ineffective rating on the year end evaluation.

Principal _____ School _____ Date _____

1. *Please describe specific domain(s) and/or areas and aspects of each area the principal must demonstrate improvement in along with specific expected outcomes.*

2. *How will improvement in each area be able to be demonstrated by the principal?*

Short term progress (indicate expected dates):

Long term progress (indicate expected dates):

3. *How will improvements be monitored and evaluated?*

4. *What directives, recommendations, requirements or suggestions have been provided to the principal?*

PIP – Principal Improvement Plan

Goals to Improve Principal Performance

5. *The following support has/will be provided to the principal (must be directly connected to the areas needing improvement):*

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6. *The principal and assistant superintendent will be expected to keep a record of meetings, observations, conferences, support activities, professional development, shadowing, etc. related to improving principal performance.*

ACTIVITY	DATE	NOTE (if necessary)

7. *Signatures of principal, supervisor (indicates awareness of plan to help principal improve).*

_____	_____	_____	_____
Principal	Date	EIASA Representative	Date
_____	_____		
Lead Evaluator	Date		

* This improvement plan is required to be given to the principal within 10 days of the opening of classes in the school year following the performance year.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Linda J. Pozzi 3/12/15

Teachers Union President Signature: Date:

Thomas A. Sanyal 3/12/15

Administrative Union President Signature: Date:

John M. [unclear], Ed.D. 3/12/15

Board of Education President Signature: Date:

At BH 3/12/15

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

Linda J. Boggi 3/12/15