



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

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

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November 14, 2014

**Revised-Expedited Assessment Material Change**

Louis R. DeAngelo, Superintendent  
East Meadow Union Free School District  
718 The Plain Road  
Westbury, NY 11590

Dear Superintendent DeAngelo:

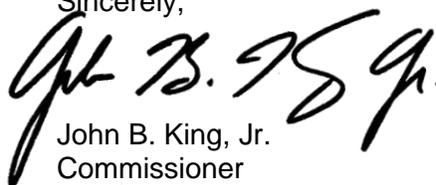
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Robert Hanna

## NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on August 30, 2013, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

Name of school district or BOCES: East Meadow UFSD

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input checked="" type="checkbox"/> Living Environment HEDI Process	<input checked="" type="checkbox"/> Earth Science HEDI Process
<input checked="" type="checkbox"/> Living Environment Assignment of Points	<input checked="" type="checkbox"/> Earth Science Assignment of Points
<input checked="" type="checkbox"/> Chemistry HEDI Process	<input checked="" type="checkbox"/> Physics HEDI Process
<input checked="" type="checkbox"/> Chemistry Assignment of Points	<input checked="" type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input checked="" type="checkbox"/> Algebra 1 HEDI Process	<input checked="" type="checkbox"/> Geometry HEDI Process
<input checked="" type="checkbox"/> Algebra 1 Assignment of Points	<input checked="" type="checkbox"/> Geometry Assignment of Points
<input checked="" type="checkbox"/> Algebra 2 HEDI Process	
<input checked="" type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input checked="" type="checkbox"/> Grade 9 ELA Assessment	<input checked="" type="checkbox"/> Grade 10 ELA Assessment
<input checked="" type="checkbox"/> Grade 9 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 10 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 9 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 10 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 11 ELA Assessment	
<input checked="" type="checkbox"/> Grade 11 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input checked="" type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input checked="" type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input type="checkbox"/> Grade 4 Math Assignment of Points	<input type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input type="checkbox"/> Grade 6 Math Assignment of Points	<input type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input type="checkbox"/> Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 8: Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

## Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:**

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

**Signatures, Dates**

Superintendent Signature:    Date:

*Jim Ryan*                      10/29/14

Teachers Union President Signature:    Date:

*John Gallagher*              10.24.14

Administrative Union President Signature:    Date:

*Timothy J. Voles*              10/23/14

Board of Education President Signature:    Date:

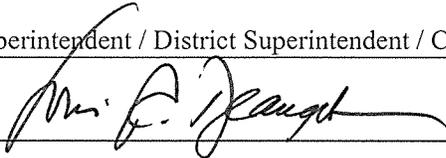
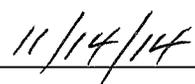
*Joseph Parisi*                10/29/14

**Effective May 10, 2014, the school district or BOCES also makes the following specific assurances 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 certify 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 such grade.
- The amount of time devoted to test preparation under traditional 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 such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. 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; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature:      Date:

	
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# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 280203030000

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

280203030000

#### 1.2) School District Name: EAST MEADOW UFSD

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

EAST MEADOW UFSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, October 20, 2014

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### Page 1

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

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> 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	School-or BOCES-wide, group or team results based on State assessments	NYS ELA Grades 3, 4, and 5
1	School-or BOCES-wide, group or team results based on State assessments	NYS ELA Grades 3, 4, and 5
2	School-or BOCES-wide, group or team results based on State assessments	NYS ELA Grades 3, 4, and 5

	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.

For grades K – 2, the district has a minimum rigor expectation for growth that students will score a 3 or 4 on the NYS Grades 3 – 5 ELA assessments. HEDI points will be allocated based on the school-wide percentage of students scoring a 3 or 4. For Grade 3, the district has minimum rigor expectation for growth that students will score a 3 or 4 on the NYS Grade 3 ELA assessment. HEDI points will be assigned based on the percentage of a teacher’s student scoring a 3 or 4. See attached

HEDI chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Some targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Targets are generally not met and/or evidence indicates little to no student learning gain and results that are well below district expectations.

### 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	School-or BOCES-wide, group or team results based on State assessments	NYS Math Grades 3, 4, and 5
1	School-or BOCES-wide, group or team results based on State assessments	NYS Math Grades 3, 4, and 5
2	School-or BOCES-wide, group or team results based on State assessments	NYS Math Grades 3, 4, and 5

	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.	For grades K – 2, the district has a minimum rigor expectation for growth that students will score a 3 or 4 on the NYS Grades 3 – 5 Math assessments. HEDI points will be allocated based on the school-wide percentage of students scoring a 3 or 4. For Grade 3, the district has minimum rigor expectation for growth that students will score a 3 or 4 on the NYS Grade 3 Math assessment. HEDI points will be assigned based on the percentage of a teacher’s student scoring a 3 or 4. See attached HEDI chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Some targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Targets are generally not met and/or evidence indicates little to no student learning gain and results that are well below district expectations.

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

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades 6 and 7, the district has a minimum rigor expectation for growth that students will score a 3 or 4 on the NYS Grades 6 – 8 ELA and Math assessments. HEDI points will be allocated based on the school-wide percentage of students scoring a 3 or 4. See attached HEDI chart. For Grade 8, the district will analyze baseline data and establish individual growth targets for each student. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. See attached HEDI chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Some targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Targets are generally not met and/or evidence indicates little to no student learning gain and results that are well below district expectations.

## 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.	For Grades 6, 7 and 8, the district has a minimum rigor expectation for growth that students will score a 3 or 4 on the NYS Grades 6 – 8 ELA and Math assessments. HEDI points will be allocated based on the school-wide percentage of students scoring a 3 or 4. See attached HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met and/or evidence indicates little to no student learning gain and results that are well below district expectations.

## 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	The NYS Common Core Algebra 1, NYS Regents in Global History and Geography, NYS Regents in Physical Settings: Earth Science, NYS REgents in US History and Government, NYS Regents in Comprehensive English

Social Studies Regents Courses	Assessment
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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.	For Global 1, the district has a minimum rigor expectation for growth that students will score a 65 or better on the listed Regents assessments. HEDI points will be assigned based on the school-wide percentage of students scoring a 65 or greater. See attached HEDI chart. For Global 2 and American History, the district will analyze baseline data and establish individual growth targets for each student. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. See attached HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met and/or evidence indicates little to no student learning gain and results that are well below district expectations.

## 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	For all Science courses ending in a NYS Regents assessment, the district will analyze baseline data and establish individual
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	growth targets for each student. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. See attached HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met and/or evidence indicates little to no student learning gain and results that are well below district expectations.

## 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.	For all Mathematics courses ending in a NYS Regents assessment, the district will analyze baseline data and establish individual growth targets for each student. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. See attached HEDI chart. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam, for the same course, the higher scores will be used for teacher evaluation so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations.

Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met and/or evidence indicates little to no student learning gain and results that are well below district expectations.

## 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	The NYS Common Core Algebra 1, NYS Regents in Global History and Geography, NYS Regents in Physical Settings: Earth Science, NYS REgents in US History and Government, NYS Regents in Comprehensive English
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	The NYS Common Core Algebra 1, NYS Regents in Global History and Geography, NYS Regents in Physical Settings: Earth Science, NYS REgents in US History and Government, NYS Regents in Comprehensive English
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades 9 and 10, the district has a minimum rigor expectation for growth that students will score a 65 or better on the listed Regents assessments. HEDI points will be assigned based on the school-wide percentage of students scoring a 65 or greater. See attached HEDI chart. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam, for the same course, the higher scores will be used for teacher evaluation. For grade 11, the district will analyze baseline data and establish individual growth targets for each student. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. See attached HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including

special populations.

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

Most targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations.

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

Some targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.

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

Targets are generally not met and/or evidence indicates little to no student learning gain and results that are well below district expectations.

## 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 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
Grades 1 - 12 ESL	State Assessment	NYSESLAT
Reach	State Assessment	NYSAA
All other courses for high school not mentioned.	School/BOCES-wide/group/team results based on State	The NYS Common Core Algebra 1, NYS Regents in Global History and Geography, NYS Regents in Physical Settings: Earth Science, NYS Regents in US History and Government, NYS Regents in Comprehensive English
All other courses for middle school not mentioned.	School/BOCES-wide/group/team results based on State	NYS Grades 6, 7 and 8 ELA and Math assessments
All other courses for elementary school not mentioned.	School/BOCES-wide/group/team results based on State	NYS Grades 3, 4 and 5 ELA and Math assessments

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

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

For Grades 1 through 12 ESL and REACH, the district will analyze baseline data and establish individual growth targets for each student. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. For all other elementary school courses, the district has a minimum rigor expectation for growth that students will score a 3 or 4 on the NYS Grades 3 – 5 ELA and Math assessments. HEDI points will be allocated based on the school-wide percentage of students scoring a 3 or 4. See attached HEDI chart. For all other middle school courses, the district has a minimum rigor expectation for growth that

students will score a 3 or 4 on the NYS Grades 6 – 8 ELA and Math assessments. HEDI points will be allocated based on the school-wide percentage of students scoring a 3 or 4. See attached HEDI chart. For all other high school courses, the district has a minimum rigor expectation for growth that students will score a 65 or better on the listed Regents assessments. HEDI points will be assigned based on the school-wide percentage of students scoring a 65 or greater. See attached HEDI chart. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam, for the same course, the higher scores will be used for teacher evaluations so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met and/or evidence indicates little to no student learning gain and results that are well below district expectations.

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/12186/539008-TXEttx9bQW/2014-2015 HEDI Charts.pdf

## 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.

n/a

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, October 20, 2014

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#### 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 4 ELA Local Achievement Assessment
5	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 5 ELA Local Achievement Assessment
6	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 6 ELA Local Achievement Assessment
7	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 7 ELA Local Achievement Assessment
8	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 8 ELA Local Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The district determines and sets an achievement target for each teacher's achievement measure. When the state approves the Value-added measure, this student achievement data will be utilized to calculate the overall HEDI achievement score of 0-15, which is determined by the number of students who have
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reached their individual achievement target goal. Until Value-Added measures are implemented, the district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 4 Math Local Achievement Assessment
5	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 5 Math Local Achievement Assessment
6	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 6 Math Local Achievement Assessment
7	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 7 Math Local Achievement Assessment
8	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 8 Math Local Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The district determines and sets an achievement target for each teacher's achievement measure. When the state approves the Value-added measure, this student achievement data will be utilized to calculate the overall HEDI achievement score of 0-15, which is determined by the number of students who have reached their individual achievement target goal. Until Value-Added measures are implemented, the district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/12149/539009-rhJdBgDruP/Value Added - non Value Added Calculator \\_1.pdf](#)

### 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade K ELA Local Achievement Assessment
1	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 1 ELA Local Achievement Assessment
2	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 2 ELA Local Achievement Assessment
3	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 3 ELA Local Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district determines and sets an achievement target for each teacher's achievement measure. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal. The district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.

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

Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

### 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	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade K Math Local Achievement Assessment
1	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 1 Math Local Achievement Assessment
2	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 2 Math Local Achievement Assessment
3	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 3 Math Local Achievement 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.	The district determines and sets an achievement target for each teacher's achievement measure. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal. The district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 6 Science Local Achievement Assessment
7	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 7 Science Local Achievement Assessment
8	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 8 Science Local Achievement Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district determines and sets an achievement target for each teacher's achievement measure. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal. The district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 6 Social Studies Local Achievement Assessment
7	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 7 Social Studies Local Achievement Assessment
8	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 8 Social Studies Local Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district determines and sets an achievement target for each teacher's achievement measure. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal. The district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	East Meadow - Developed Global 1 Local Achievement Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History & Geography Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS US History & Government Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The district determines and sets an achievement target for each teacher's achievement measure. This student achievement data is
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal. The district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

### 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	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Physical Setting/Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Physical Setting/Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physical Setting/Physics Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district determines and sets an achievement target for each teacher's achievement measure. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal. The district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
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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.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

### 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	3) Teacher specific achievement or growth score computed locally	NYS Common Core Algebra Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2/Trigonometry Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district determines and sets an achievement target for each teacher's achievement measure. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal. The district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 9 ELA Achievemnet Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	East Meadow - Developed Grade 10 ELA Achievement Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district determines and sets an achievement target for each teacher's achievement measure. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal. The district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district

grade/subject.

expectations.

### 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 courses not mentioned.	5) District/regional/BOCES–developed	East Meadow - Developed Course Specific Local Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district determines and sets an achievement target for each teacher's achievement measure. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal. The district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded and/or evidence indicates student achievement is well above the district expectations including special populations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met and/or evidence indicates significant student achievement that meets district expectations including special populations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met and/or evidence indicates an impact on student achievement that is below district expectations; overall has not met the expectations described in the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met and/or evidence indicates little to no student achievement and results that are well below district expectations.

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/12149/539009-y92vNseFa4/Achievement Hedi Calculator 20%.pdf

### 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.

n/a

### 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.

District/Evaluator will assess the results of each locally selected measure arriving at a HEDI rating and point value either between 0-15 or 0-20. Each locally selected measure must then be weighted proportionately based on the number of students included in all locally selected measures. This will provide for one overall component score between 0-15 or 0-20 points. Rounding rules will apply to the final score. (Greater than or equal to .5 rounds up and less than .5 rounds down).

### 3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 15, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

Danielson's Framework for Teaching

(No response)

#### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

The 0-60 HEDI score will be determined based upon multiple observations utilizing the Danielson's Framework for Teaching. Each indicator within the Danielson's Framework for Teaching Rubric yields a HEDI rating category which converts to a numerical value as follows: 4 (Highly Effective) 3 (Effective) 2 (Developing) 1 (Ineffective). Indicators within the rubric are weighted as follows: Domains 1-4a represents 55/60 and Domain 4b-4f represents 5/60. Each observation score is calculated by adding the numerical value of each indicator scored, and then dividing by the total number of indicators utilized, which results in a score of 1- 4. All observations

for each teacher will then be combined and averaged to determine an overall rubric score of 1 – 4. This is then applied to the attached conversion chart in order to determine an overall 0 - 60 HEDI rating, yielding one of the four HEDI categories pre-determined by the state.

By rounding any decimals to the nearest whole number, the composite score reported to the state will be reported as whole number (0 - 60). Rounding will not result in a teacher moving from one HEDI rating category to another. The rubric value listed on the chart is the minimum necessary to achieve the corresponding HEDI value.

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

assets/survey-uploads/5091/123915-eka9yMJ855/Teacher's Conversion Chart.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A scoring range of 59-60 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Highly Effective which demonstrates performance that is well above the NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	A scoring range of 57-58 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Effective which demonstrates performance that meets the NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A scoring range of 50-56 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Developing which demonstrates performance that is below the NYS Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A scoring range of 0-49 as measured by the Danielson Framework for Teaching Practice Rubric and corresponding conversion chart will result in a rating of Ineffective which demonstrates performance that is well below the NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, July 31, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/123918-Df0w3Xx5v6/TIP Forms\\_2.pdf](assets/survey-uploads/5265/123918-Df0w3Xx5v6/TIP Forms_2.pdf)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A teacher (Appellant) may appeal his/her APPR pursuant to §3012-c of Education Law.

a. Appeals will be limited to those APPRs which have resulted in a rating of "Ineffective" or "Developing".

- b. The appeals process will not be triggered before the teacher receives an overall composite effectiveness score and rating.
- c. Nothing within the appeals process will be construed to alter or diminish the authority of the District to grant or deny tenure to or terminate probationers during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal.
- d. The appeal will articulate in detail the basis of the appeal. Appeals will be limited to:
  1. the substance of the APPR;
  2. the District's adherence to the standards and methodologies required for reviews pursuant to Education Law §3012-c;
  3. the District's adherence to the Commissioner's Regulations and compliance with any applicable locally negotiated procedures; and/or
  4. the District's issuance and/or implementation of the terms of the teacher improvement plan.
- e. Any issue not explicitly raised in the written appeal will be deemed waived. Material not submitted at the time of the Lead Evaluator's response will not be considered in the deliberations related to the resolution of the appeal.
- f. Multiple appeals may not be filed regarding the same APPR.
- g. The Appellant will have the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which the Appellant seeks relief.
- h. Within seven (7) calendar days of the receipt of an APPR providing a rating set forth in Subparagraph (a) above, or implementation of a TIP, the Appellant may submit an appeal in writing to the Superintendent or his/her designee who will convene the Appeals Committee (Committee) within ten (10) calendar days of receiving the appeal. The Appellant will simultaneously submit a copy of the appeal and the APPR to the Lead Evaluator, who may submit to the Superintendent or his/her designee a written response to the appeal within seven (7) calendar days of his/her receipt of the appeal. The Lead Evaluator will simultaneously submit a copy of his/her response, if any, to the Appellant. The Superintendent or his/her designee will provide the Committee, at its meeting, with copies of all information received from the Appellant and the Lead Evaluator.
- i. The Committee members will be:
  1. two tenured administrators certified to conduct evaluations who are appointed by the Superintendent or his/her designee, but the Committee members will not include the Lead Evaluator; and
  2. two tenured teachers appointed by EMTA president or his/her designee, but the Committee members will not include the Appellant.
- j. The Committee will meet to review the submitted appeal and response. At this meeting, the Appellant and Lead Evaluator will each be afforded a maximum of five (5) minutes to read a statement to the Committee. The Appellant and Lead Evaluator will address the Committee separately. The statement will be directly related to the substance of the appeal. The Committee will submit its recommendation to the Superintendent and, if modification of the rating is recommended, it will simultaneously submit its written rationale for the recommendation to the Superintendent, within seven (7) calendar days of the Committee meeting. Copies of the Committee's written recommendation and any written rationale for the recommendation will be simultaneously sent to the Appellant and the Lead Evaluator. No hearing will be held and the review will be based solely upon the original appeal, supporting papers submitted by the Appellant, and any written response to the appeal submitted by the Lead Evaluator.
- k. If the Committee does not reach agreement, the Committee members may submit their viewpoints in writing simultaneously to the Superintendent, the Appellant, and the Lead Evaluator within seven (7) calendar days of the Committee meeting.
- l. At the conclusion of any Committee meeting all documents will be returned to the Superintendent or his/her designee.
- m. The Superintendent will render a written determination with respect to the appeal with seven (7) calendar days of receipt of the Committee's recommendation. The determination of the Superintendent will not be grievable, arbitrable, or reviewable by any third party in any other forum.
- n. The timeframes referred to herein may be extended by mutual written agreement of the District and EMTA. Every effort will be made to complete the work of the Committee in one meeting.
- o. All steps and the resolution of the appeals process will occur in a timely and expeditious manner.
- p. The appeals process, in its entirety, will be conducted in a timely and expeditious manner in accordance with Education Law 3012-c.

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

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

All administrators in the District responsible for observing and evaluating teachers for the purpose of determining an APPR rating will be appropriately trained and/or certified as required by Education Law §3012-c and the implementing rules and regulations. To ensure the integrity of the observation process, administrators will participate in training sessions of at least two days duration yearly provided by Nassau BOCES and the District. This training is designed to sharpen observation skills and review both criteria to be evaluated and methods of evaluation in accordance with the State Education Department's requirements. Collection and analysis of evidence related to the performance rubric is a critical component of training.

The District will ensure the training and certification of its Lead Evaluators in accordance with §30-2.9 of the Rules of the Board of Regents. The District will further ensure that Lead Evaluators maintain inter-rater reliability over time and that they are recertified periodically through appropriate training programs including, but not limited to, Nassau BOCES.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Monday, October 20, 2014

## Page 1

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/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 3<sup>rd</sup> 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
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Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	n/a
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	n/a
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	n/a
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	n/a

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, October 20, 2014

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	East Meadow - Developed Course Specific Local Achievement Assessments
6-8	(d) measures used by district for teacher evaluation	East Meadow - Developed Course Specific Local Achievement Assessments
9-12	(d) measures used by district for teacher evaluation	NYS Common Core Algebra Regents Assessment, NYS RE in US History & Government, NYS RE Living Environment, NYS RE Global History & Geography, NYS RE Physical Settings/Physics, NYS RE Comprehensive English, NYS RE Physical Setting/Earth Science, NYS RE Integrated Algebra, NYS RE Geometry, NYS RE Algebra 2/Trigonometry, NYS RE Physical Settings/Chemistry

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The district determines and sets an achievement target for each Principal's achievement measure. This student achievement data is then utilized to calculate the overall HEDI score of 0-15, which is determined by the percentage of students who have met or exceeded the achievement target. Until Value-Added measures are approved, the district will utilize the HEDI achievement score of 0-20 as indicated in the Non-Value added chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart from 8.1

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart from 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart from 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart from 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/12190/539014-qBFVOWF7fC/HEDI 15% and 20% Calculator.pdf

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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.

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Marshall's Principal Evaluation Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
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### 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)
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9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	(No response)
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9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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### 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)
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K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
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K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
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K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
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K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
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District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

The 0-60 HEDI score will be determined through a broad assessment of principal leadership and management actions based upon the Marshall's Principal Evaluation rubric and will include multiple school visits by the principal's supervisor, combined, in order to determine an overall rubric score of 1-4. Each sub-component within the Marshall's Principal Evaluation Rubric yields a HEDI rating category which converts to a numerical value as follows: 4 (Highly Effective), 3 (Effective), 2 (Developing), 1 (Ineffective). The score is calculated by adding the numerical value of each sub-component scored, with each sub-component weighted equally, and then divided by the total number of sub-components utilized, resulting in a score of 1- 4. All school visits will then be combined and averaged to determine an overall rubric score of 1 – 4. This is then applied to the attached conversion chart in order to determine an overall 0-60 HEDI rating, yielding one of the four HEDI categories pre-determined by the state.

By rounding any decimals to the nearest whole number, the composite score reported to the State will be reported as a whole number (0-60). Rounding will not result in a principal moving from one HEDI rating category to another. The rubric value listed on the chart is the minimum necessary to achieve the corresponding HEDI value.

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

assets/survey-uploads/5143/124397-pMADJ4gk6R/Principal's Conversion Chart\_1.pdf

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

Highly Effective: Overall performance and results exceed standards.	A scoring range of 59-60 as measured by the Marshall's Principal Evaluation Rubric and corresponding conversion chart will result in a rating of Highly Effective which demonstrates performance that is well above the ISLLC Educational Leadership Policy Standards.
Effective: Overall performance and results meet standards.	A scoring range of 57-58 as measured by the Marshall's Principal Evaluation Rubric and corresponding conversion chart will result in a rating of Effective which demonstrates performance that meets the ISLLC Educational Leadership Policy Standards.
Developing: Overall performance and results need improvement in order to meet standards.	A scoring range of 50-56 as measured by the Marshall's Principal Evaluation Rubric and corresponding conversion chart will result in a rating of Developing which demonstrates performance that is below the ISLLC Educational Leadership Policy Standards.
Ineffective: Overall performance and results do not meet standards.	A scoring range of 0-49 as measured by the Marshall's Principal Evaluation Rubric and corresponding conversion chart will result in a rating of Ineffective which demonstrates performance that is well below the ISLLC Educational Leadership Policy Standards.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, July 31, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

##### **Locally-selected Measures of growth or achievement**

##### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

Overall performance and results need improvement in order to meet ISLLC leadership standards.

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/124400-Df0w3Xx5v6/PIP Form\\_1.pdf](#)

### 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:

A principal (Appellant) may appeal his/her APPR pursuant to §3012-c of Education Law.

- a. Appeals will be limited to those APPRs which have resulted in a rating of "Ineffective" or "Developing".
- b. The appeals process will not be triggered before the principal receives an overall composite effectiveness score and rating.
- c. Nothing within the appeals process will be construed to alter or diminish the authority of the District to grant or deny tenure to or terminate probationers during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal.
- d. The appeal will articulate in detail the basis of the appeal. Appeals will be limited to:
  1. the substance of the APPR;
  2. the District's adherence to the standards and methodologies required for reviews pursuant to Education Law §3012-c;
  3. the District's adherence to the Commissioner's Regulations and compliance with any applicable locally negotiated procedures; and/or
  4. the District's issuance and/or implementation of the terms of the principal improvement plan.
- e. Any issue not explicitly raised in the written appeal will be deemed waived. Material not submitted at the time of the Lead Evaluator's response will not be considered in the deliberations related to the resolution of the appeal.
- f. Multiple appeals may not be filed regarding the same APPR.
- g. The Appellant will have the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which the Appellant seeks relief.
- h. Within seven (7) calendar days of the receipt of an APPR providing a rating set forth in Subparagraph (a) above, or implementation of a PIP, the Appellant may submit an appeal in writing to the Assistant Superintendent for Personnel and Administration who will convene the Appeals Committee (Committee) within ten (10) calendar days of receiving the appeal. The Appellant will simultaneously submit a copy of the appeal and the APPR to the Lead Evaluator, who may submit to the Assistant Superintendent for Personnel and Administration a written response to the appeal within seven (7) calendar days of his/her receipt of the appeal. The Lead Evaluator will simultaneously submit a copy of his/her response, if any, to the Appellant. The Assistant Superintendent for Personnel and Administration will provide the Committee, at its meeting, with copies of all information received from the Appellant and the Lead Evaluator.
- i. The Committee members will be:
  1. One tenured cabinet administrator certified to conduct evaluations who is appointed by the Superintendent or Assistant Superintendent for Personnel and Administration, but the Committee member will not include the Lead Evaluator; and
  2. One tenured principal appointed by EMSAA president or his/her designee, but the Committee member will not include the Appellant.
- j. The Committee will meet to review the submitted appeal and response. At this meeting, the Appellant and Lead Evaluator will each be afforded a maximum of five (5) minutes to read a statement to the Committee. The Appellant and Lead Evaluator will address the Committee separately. The statement will be directly related to the substance of the appeal. The Committee will submit its recommendation to the Superintendent and, if modification of the rating is recommended, it will simultaneously submit its written rationale for the recommendation to the Superintendent, within seven (7) calendar days of the Committee meeting. Copies of the Committee's written recommendation and any written rationale for the recommendation will be simultaneously sent to the Appellant and the Lead Evaluator. No hearing will be held and the review will be based solely upon the original appeal, supporting papers submitted by the Appellant, and any written response to the appeal submitted by the Lead Evaluator.
- k. If the Committee does not reach agreement, the Committee members may submit their viewpoints in writing simultaneously to the Superintendent, the Appellant, and the Lead Evaluator within seven (7) calendar days of the Committee meeting.
- l. At the conclusion of any Committee meeting all documents will be returned to the Assistant Superintendent for Personnel and Administration.
- m. The Superintendent will render a written determination with respect to the appeal within seven (7) calendar days of receipt of the Committee's recommendation. The determination of the Superintendent will not be grievable, arbitrable, or reviewable by any third party in any other forum.
- n. The timeframes referred to herein may be extended by mutual written agreement of the District and EMSAA. Every effort will be made to complete the work of the Committee in one meeting.
- o. All steps and the resolution of the appeals process will occur in a timely and expeditious manner.
- p. The appeals process, in its entirety, will be conducted in a timely and expeditious manner in accordance with Education Law 3012-c.

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

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

All administrators in the East Meadow School District responsible for evaluating principals will participate in training sessions of at least two days duration yearly provided by Nassau BOCES and Leadership for Educational Achievement Foundation designed to sharpen evaluation skills, review criteria to be evaluated and methods of evaluation in accordance with the State Education Department's requirements.

The district will ensure the training and certification of its lead evaluators in accordance with the requirements prescribed in the Commissioner's regulations in accordance with Section 30-2.9 of the Rules of the Board of Regents. The district will further ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified periodically through appropriate training programs including, but not limited to, Nassau BOCES.

## 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

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, November 13, 2014

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### 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/12158/539018-3Uqgn5g9Iu/APPRSTATOFASSURANCES\\_1\\_1.pdf](assets/survey-uploads/12158/539018-3Uqgn5g9Iu/APPRSTATOFASSURANCES_1_1.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.

## Elementary

	HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range	
Ineffective	0	0%	0%	to 3.99%
	1	4%	4%	to 8.99%
	2	9%	9%	to 12.99%
Developing	3	13%	13%	to 17.99%
	4	18%	18%	to 21.99%
	5	22%	22%	to 26.99%
	6	27%	27%	to 30.99%
	7	31%	31%	to 35.99%
Effective	8	36%	36%	to 39.99%
	9	40%	40%	to 41.99%
	10	42%	42%	to 43.99%
	11	44%	44%	to 45.99%
	12	46%	46%	to 47.99%
	13	48%	48%	to 54.99%
	14	55%	55%	to 62.99%
	15	63%	63%	to 69.99%
Highly Effective	16	70%	70%	to 77.99%
	17	78%	78%	to 84.99%
	18	85%	85%	to 92.99%
	19	93%	93%	to 96.99%
	20	100%	97%	to 100.00%

## Grade 8 Science & High School Regents Courses

	HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0%	0% to 6.99%
	1	7%	7% to 12.99%
	2	13%	13% to 19.99%
Developing	3	20%	20% to 26.99%
	4	27%	27% to 33.99%
	5	34%	34% to 39.99%
	6	40%	40% to 46.99%
	7	47%	47% to 53.99%
	8	54%	54% to 60.99%
Effective	9	61%	61% to 63.99%
	10	64%	64% to 67.99%
	11	68%	68% to 70.99%
	12	71%	71% to 74.99%
	13	75%	75% to 78.99%
	14	79%	79% to 81.99%
	15	82%	82% to 85.99%
	16	86%	86% to 88.99%
	17	89%	89% to 92.99%
Highly Effective	18	93%	93% to 95.99%
	19	96%	96% to 98.99%
	20	100%	99% to 100.00%

## High School - School Wide Measure

	HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0%	0%	to	8.99%
	1	9%	9%	to	17.99%
	2	18%	18%	to	26.99%
Developing	3	27%	27%	to	34.99%
	4	35%	35%	to	43.99%
	5	44%	44%	to	52.99%
	6	53%	53%	to	61.99%
	7	62%	62%	to	70.99%
	8	71%	71%	to	79.99%
Effective	9	80%	80%	to	80.99%
	10	81%	81%	to	82.99%
	11	83%	83%	to	84.99%
	12	85%	85%	to	86.99%
	13	87%	87%	to	87.99%
	14	88%	88%	to	90.99%
	15	91%	91%	to	92.99%
	16	93%	93%	to	94.99%
	17	95%	95%	to	96.99%
Highly Effective	18	97%	97%	to	97.99%
	19	98%	98%	to	99.99%
	20	100%	100%	to	100.00%

## Middle

	HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range	
Ineffective	0	0%	0%	to 3.99%
	1	4%	4%	to 7.99%
	2	8%	8%	to 11.99%
Developing	3	12%	12%	to 15.99%
	4	16%	16%	to 18.99%
	5	19%	19%	to 22.99%
	6	23%	23%	to 26.99%
	7	27%	27%	to 30.99%
	8	31%	31%	to 34.99%
Effective	9	35%	35%	to 36.99%
	10	37%	37%	to 38.99%
	11	39%	39%	to 39.99%
	12	40%	40%	to 40.99%
	13	41%	41%	to 48.99%
	14	49%	49%	to 57.99%
	15	58%	58%	to 65.99%
	16	66%	66%	to 74.99%
	17	75%	75%	to 82.99%
Highly Effective	18	83%	83%	to 91.99%
	19	92%	92%	to 95.99%
	20	100%	96%	to 100.00%

# HEDI Translation Template for Local Scores Counting as 15% of Composite

HEDI Anchor Point - 8 to **11**

Target Percent - as % **75%**

**Note: The point values and ranges on the HEDI point**

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0%	0.00% to 7.02%
	1	7%	7.03% to 14.05%
	2	14%	14.06% to 21.08%
Developing	3	21%	21.09% to 28.12%
	4	28%	28.13% to 35.15%
	5	35%	35.16% to 42.18%
	6	42%	42.19% to 49.21%
	7	49%	49.22% to 56.24%
Effective	8	56%	56.25% to 62.49%
	9	63%	62.50% to 68.74%
	10	69%	68.75% to 74.99%
	11	75%	75.00% to 81.24%
	12	81%	81.25% to 87.49%
	13	88%	87.50% to 93.74%
Highly Effective	14	94%	93.75% to 99.99%
	15	100%	100.00% to 100.00%

This template translates a percent mastery achieved into a HEDI score. Each translation is based on the target required and the HEDI Anchor Point (from 8 to 13) selected.

HEDI scores in the “Highly Effective” and “Effective” ranges are defined by the number of steps between the Anchor Point selected and 100%. At Anchor Point 11, there are five equal steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/5 of the difference between the Anchor Point and 100%.

HEDI scores in the “Developing” and “Ineffective” ranges are defined by the eight scores (0 to 7) in these ranges. Each step is diminished by 1/8th of the score cited for HEDI level 8.

The district determines and sets an achievement target for each teacher's achievement measure. 75% of students are expected to meet the mastery target. This student achievement data is then utilized to calculate the overall HEDI growth score of 0-15, which is determined by the number of students who have reached their individual achievement target goal.

## HEDI Translation Template 20% of Composite

HEDI Anchor Point - 9 to

**13**

Mastery - as %

**75%**

**Note: The point values and ranges on the HEDI point scale(from zero to 20) are determined by SED**

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0%	0.00% to 6.74%
	1	7%	6.75% to 13.48%
	2	13%	13.49% to 20.23%
Developing	3	20%	20.24% to 26.97%
	4	27%	26.98% to 33.72%
	5	34%	33.73% to 40.47%
	6	40%	40.48% to 47.21%
	7	47%	47.22% to 53.96%
	8	54%	53.97% to 60.70%
Effective	9	61%	60.71% to 64.28%
	10	64%	64.29% to 66.86%
	11	68%	66.87% to 71.42%
	12	71%	71.43% to 74.99%
	13	75%	75.00% to 78.56%
	14	79%	78.57% to 82.13%
	15	82%	82.14% to 85.70%
	16	86%	85.71% to 89.28%
	17	89%	89.29% to 92.85%
Highly Effective	18	93%	92.86% to 96.42%
	19	96%	96.43% to 98.21%
	20	100%	98.22% to 100.00%

This template translates a percent mastery achieved to a HEDI score. Each translation is based on the target required and the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the “Highly Effective” and “Effective” ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 13, there are eight equal steps to 100%. Thus, all steps in the the “Highly Effective” and “Effective” ranges represent 1/8 of the difference between the Anchor Point and 100%.

HEDI scores in the “Developing” and “Ineffective” ranges are defined by the nine scores (0 to 8) in these ranges. Each step is diminished by 1/9th of the score cited for HEDI level 9.

The district determines and sets an achievement target for each teacher's achievement measure. 75% of students are expected to meet the mastery target. This student achievement data is then utilized to calculate the overall HEDI growth score of 0-20, which is determined by the number of students who have reached their individual achievement target goal.



# HEDI Translation Template 20% of Composite

HEDI Anchor Point - 9 to 17

**13**

Mastery - as %

**75%**

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED regulations.

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range	
Ineffective	0	0%	0.00%	to 6.74%
	1	7%	6.75%	to 13.48%
	2	13%	13.49%	to 20.23%
Developing	3	20%	20.24%	to 26.97%
	4	27%	26.98%	to 33.72%
	5	34%	33.73%	to 40.47%
	6	40%	40.48%	to 47.21%
	7	47%	47.22%	to 53.96%
	8	54%	53.97%	to 60.70%
Effective	9	61%	60.71%	to 64.28%
	10	64%	64.29%	to 66.86%
	11	68%	66.87%	to 71.42%
	12	71%	71.43%	to 74.99%
	13	75%	75.00%	to 78.56%
	14	79%	78.57%	to 82.13%
	15	82%	82.14%	to 85.70%
	16	86%	85.71%	to 89.28%
	17	89%	89.29%	to 92.85%
Highly Effective	18	93%	92.86%	to 96.42%
	19	96%	96.43%	to 98.21%
	20	100%	98.22%	to 100.00%

This template translates a percent mastery achieved to a HEDI score. Each translation is based on the target required and the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the “Highly Effective” and “Effective” ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 13, there are eight equal steps to 100%. Thus, all steps in the the “Highly Effective” and “Effective” ranges represent 1/8 of the difference between the Anchor Point and 100%.

HEDI scores in the “Developing” and “Ineffective” ranges are defined by the nine scores (0 to 8) in these ranges. Each step is diminished by 1/9th of the score cited for HEDI level 9.

The district determines and sets an achievement target for each teacher's achievement measure. 75% of students are expected to meet the mastery target. This student achievement data is then utilized to calculate the overall HEDI growth score of 0-20, which is determined by the number of students who have reached their individual

East Meadow U.F.S.D.

OVERALL RUBRIC SCORE CONVERSION CHART

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

1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>DEVELOPING 50 - 56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>EFFECTIVE 57 – 58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>HIGHLY EFFECTIVE 59 - 60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (ROUND TO 60)

**EAST MEADOW U.S.F.D.  
TEACHER IMPROVEMENT PLAN**

(To Be Completed Jointly By Teacher And Lead Evaluator)

Teacher: \_\_\_\_\_

Assignment: \_\_\_\_\_

School: \_\_\_\_\_

End of Year Evaluation Requiring TIP (School Year): \_\_\_\_\_

TIP Implementation School Year: \_\_\_\_\_

Date(s) of TIP Conference(s): \_\_\_\_\_

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Specify Professional Learning Activities)	TIMELINE FOR COMPLETION (Specify Dates)	EVIDENCE (Artifacts)

Teacher's Comments:

Lead Evaluator's Comments:

Date(s) of TIP Evaluation: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Lead Evaluator: \_\_\_\_\_

Lead Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# EAST MEADOW U.S.F.D. TEACHER IMPROVEMENT PLAN EVALUATION

(To Be Attached To TIP)

Teacher: \_\_\_\_\_

Assignment: \_\_\_\_\_

School: \_\_\_\_\_

End of Year Evaluation Requiring TIP (School Year): \_\_\_\_\_

TIP Implementation School Year: \_\_\_\_\_

Date of TIP Conference: \_\_\_\_\_

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Specify Professional Learning Activities)	SATISFACTORY PROGRESS		ACTION PLAN STEPS COMPLETED	
		YES (Evidence)	NO (Evidence)	YES (Evidence)	NO (Evidence)
<b>TIP Satisfied?</b>	_____ YES _____ NO (If no, recommendations must be specified in the Lead Evaluator's Comments below.)				

Teacher's Comments:

Lead Evaluator's Comments:

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Lead Evaluator: \_\_\_\_\_

Lead Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HEDI Translation Template for Local Scores Counting as 15 of Composite

HEDI Anchor Point

11
75%

Target Percent - as %

Note: The point values and ranges on the HEDI point

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0%	0.00% to 7.02%
	1	7%	7.03% to 14.05%
	2	14%	14.06% to 21.08%
Developing	3	21%	21.09% to 28.12%
	4	28%	28.13% to 35.15%
	5	35%	35.16% to 42.18%
	6	42%	42.19% to 49.21%
	7	49%	49.22% to 56.24%
Effective	8	56%	56.25% to 62.49%
	9	63%	62.50% to 68.74%
	10	69%	68.75% to 74.99%
	11	75%	75.00% to 81.24%
	12	81%	81.25% to 87.49%
	13	88%	87.50% to 93.74%
Highly Effective	14	94%	93.75% to 99.99%
	15	100%	100.00% to 100.00%

This template translates a percent mastery achieved into a HEDI score. Each translation is based on the target required and the HEDI Anchor Point (from 8 to 13) selected.

HEDI scores in the “Highly Effective” and “Effective” ranges are defined by the number of steps between the Anchor Point selected and 100%. At Anchor Point 11, there are five equal steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/5 of the difference between the Anchor Point and 100%.

HEDI scores in the “Developing” and “Ineffective” ranges are defined by the eight scores (0 to 7) in these ranges. Each step is diminished by 1/8th of the score cited for HEDI level 8.

The district determines and sets an achievement target for each principal's achievement measure. 75% of students are expected to meet the mastery target. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-15, which is determined by the number of students who have reached their individual achievement target goal.

# HEDI Translation Template for Local Scores Counting as 20 of Composite

HEDI Anchor Point

**13**

Mastery - as %

**75%**

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0%	0.00% to 6.74%
	1	7%	6.75% to 13.48%
	2	13%	13.49% to 20.23%
Developing	3	20%	20.24% to 26.97%
	4	27%	26.98% to 33.72%
	5	34%	33.73% to 40.47%
	6	40%	40.48% to 47.21%
	7	47%	47.22% to 53.96%
	8	54%	53.97% to 60.70%
Effective	9	61%	60.71% to 64.28%
	10	64%	64.29% to 66.86%
	11	68%	66.87% to 71.42%
	12	71%	71.43% to 74.99%
	13	75%	75.00% to 78.56%
	14	79%	78.57% to 82.13%
	15	82%	82.14% to 85.70%
	16	86%	85.71% to 89.28%
	17	89%	89.29% to 92.85%
Highly Effective	18	93%	92.86% to 96.42%
	19	96%	96.43% to 98.21%
	20	100%	98.22% to 100.00%

This template translates a percent mastery achieved to a HEDI score. Each translation is based on the target required and the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the “Highly Effective” and “Effective” ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 13, there are eight equal steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/8 of the difference between the Anchor Point and 100%.

HEDI scores in the “Developing” and “Ineffective” ranges are defined by the nine scores (0 to 8) in these ranges. Each step is diminished by 1/9th of the score cited for HEDI level 9.

The district determines and sets an achievement target for each principal's achievement measure. 75% of students are expected to meet the mastery target. This student achievement data is then utilized to calculate the overall HEDI achievement score of 0-20, which is determined by the number of students who have reached their individual achievement target goal.

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East Meadow U.F.S.D.

**OVERALL RUBRIC SCORE CONVERSION CHART**

Total Average Rubric Score	Category	Conversion Score For Composite
	<b>Ineffective 0-49</b>	
<b>1.000</b>		<b>0</b>
<b>1.008</b>		<b>1</b>
<b>1.017</b>		<b>2</b>
<b>1.025</b>		<b>3</b>
<b>1.033</b>		<b>4</b>
<b>1.042</b>		<b>5</b>
<b>1.050</b>		<b>6</b>
<b>1.058</b>		<b>7</b>
<b>1.067</b>		<b>8</b>
<b>1.075</b>		<b>9</b>
<b>1.083</b>		<b>10</b>
<b>1.092</b>		<b>11</b>
<b>1.100</b>		<b>12</b>
<b>1.108</b>		<b>13</b>
<b>1.115</b>		<b>14</b>
<b>1.123</b>		<b>15</b>
<b>1.131</b>		<b>16</b>
<b>1.138</b>		<b>17</b>
<b>1.146</b>		<b>18</b>
<b>1.154</b>		<b>19</b>
<b>1.162</b>		<b>20</b>
<b>1.169</b>		<b>21</b>
<b>1.177</b>		<b>22</b>
<b>1.185</b>		<b>23</b>
<b>1.192</b>		<b>24</b>
<b>1.200</b>		<b>25</b>
<b>1.208</b>		<b>26</b>
<b>1.217</b>		<b>27</b>
<b>1.225</b>		<b>28</b>
<b>1.233</b>		<b>29</b>
<b>1.242</b>		<b>30</b>
<b>1.250</b>		<b>31</b>
<b>1.258</b>		<b>32</b>
<b>1.267</b>		<b>33</b>
<b>1.275</b>		<b>34</b>
<b>1.283</b>		<b>35</b>
<b>1.292</b>		<b>36</b>
<b>1.300</b>		<b>37</b>
<b>1.308</b>		<b>38</b>

1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>DEVELOPING 50 - 56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>EFFECTIVE 57 – 58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>HIGHLY EFFECTIVE 59 - 60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (ROUND TO 60)

EAST MEADOW U.S.F.D.

**PRINCIPAL IMPROVEMENT PLAN**

(To be completed jointly by principal and lead evaluator)

Name \_\_\_\_\_ School \_\_\_\_\_

End of Year Evaluation Requiring PIP (school year) \_\_\_\_\_

PIP Implementation school year \_\_\_\_\_

Date of PIP Conference \_\_\_\_\_

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Specify Professional Learning Activities)	TIMELINE FOR COMPLETION (Specify Dates)	EVIDENCE (Artifacts)

Principal's Comments:

Lead Evaluator's Comments:

Date(s) of PIP Evaluation: \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Lead Evaluator's Name \_\_\_\_\_ Title \_\_\_\_\_

Lead Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**PRINCIPAL IMPROVEMENT PLAN EVALUATION**

(To be attached to PIP)

Name \_\_\_\_\_ School \_\_\_\_\_

End of Year Evaluation Requiring PIP (school year) \_\_\_\_\_

PIP Implementation school year \_\_\_\_\_

Date of PIP Evaluation Conference \_\_\_\_\_

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Specify Professional Learning Activities)	SATISFACTORY PROGRESS		ACTION PLAN STEPS COMPLETED	
		YES (Evidence)	NO (Evidence)	YES (Evidence)	NO (Evidence)
<b>PIP Satisfied?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO (If no, recommendations must be specified in the lead evaluator's comments below)				

Principal's Comments:

Lead Evaluator's Comments:

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Lead Evaluator's Name \_\_\_\_\_ Title \_\_\_\_\_

Lead Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:**

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

**Signatures, Dates**

Superintendent Signature:    Date:

*Mr. P. J. [Signature]*    8/27/14

Teachers Union President Signature:    Date:

*John Gallagher*    8.27.14

Administrative Union President Signature:    Date:

*Matthew J. Voles*    8/26/14

Board of Education President Signature:    Date:

*Joseph Parisi*    8/27/14