



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

Commissioner of Education
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March 1, 2014

Revised

Lisa J. Ruiz, Superintendent
East Rockaway Union Free School District
443 Ocean Avenue
East Rockaway, NY 11518

Dear Superintendent Ruiz:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dr. Thomas L. Rogers

NOTE:

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, January 06, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280219030000

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

280219030000

1.2) School District Name: EAST ROCKAWAY UFSD

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

EAST ROCKAWAY 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 Wednesday, February 26, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	East Rockaway developed grade-specific assessment in ELA
1	District, regional, or BOCES-developed assessment	East Rockaway developed grade-specific assessment in ELA
2	District, regional, or BOCES-developed assessment	East Rockaway developed grade-specific assessment in ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in grades K-3 will develop SLOs approved by their principals, utilizing individual growth targets based on pre-test and historical data. Scores for ELA will be averaged with scores for Math in grades K-3, and will be weighted proportionally based on the number of students covered by each SLO. In the event that HEDI scores end in a decimal, values of .0 to .4 will be rounded down, values of .5 to .9 will be rounded up. HEDI scores will be based on the percentage of students who meet their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers for whom 85% or more of their students meet SLO targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers for whom 60-84% of their students meet SLO targets will be rated Effective and will be assigned 9-17 points according to the chart included in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers for whom 16-59% of their students meet SLO targets will be rated Developing and will be assigned 3-8 points according to the chart included in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers for whom 15% or fewer of their students meet SLO targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	East Rockaway developed grade-specific assessment in Math
1	District, regional, or BOCES-developed assessment	East Rockaway developed grade-specific assessment in Math
2	District, regional, or BOCES-developed assessment	East Rockaway developed grade-specific assessment in Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in grades K-3 will develop SLOs approved by their principals, utilizing individual growth targets based on pre-test and historical data. Scores for ELA will be averaged with scores for Math in grades K-3, and will be weighted proportionally based on the number of students covered by each SLO. In the event that HEDI scores end in a decimal, values of .0 to .4 will be rounded down, values of .5 to .9 will be rounded up. HEDI scores will be based on the percentage of students who meet their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers for whom 85% or more of their students meet SLO targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers for whom 60-84% of their students meet SLO targets will be rated Effective and will be assigned 9-17 points according to the chart included in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers for whom 16-59% of their students meet SLO targets will be rated Developing and will be assigned 3-8 points according to the chart included in 2.11.

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

Teachers for whom 15% or fewer of their students meet SLO targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 2.11.

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	Not applicable	N/A
7	District, regional or BOCES-developed assessment	East Rockaway developed final assessment in 7th grade Life Science.

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 6 teachers are common branch. Teachers in grades 7-8 will develop SLOs approved by their principals, utilizing individual growth targets based on pre-test and historical data. HEDI scores will be based on the percentage of students who meet their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers for whom 85% or more of their students meet SLO targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers for whom 60-84% of their students meet SLO targets will be rated Effective and will be assigned 9-17 points according to the chart included in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers for whom 16-59% of their students meet SLO targets will be rated Developing and will be assigned 3-8 points according to the chart included in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers for whom 15% or fewer of their students meet SLO targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 2.11.

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	Not applicable	N/A
7	District, regional or BOCES-developed assessment	East Rockaway developed 7th grade Social Studies final assessment

8	District, regional or BOCES-developed assessment	East Rockaway developed 8th grade Social Studies final assessment
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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.	Grade 6 teachers are common branch. Teachers in grades 7-8 will develop SLOs approved by their principals, utilizing individual growth targets based on pre-test and historical data. HEDI scores will be based on the percentage of students who meet their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Will exceed growth expectations based on locally developed pre-test. Teachers for whom 85% or more of their students meet SLO targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Will meet growth expectations based on locally developed pre-test. Teachers for whom 60-84% of their students meet SLO targets will be rated Effective and will be assigned 9-17 points according to the chart included in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Will fall below expectations based on locally developed pre-test. Teachers for whom 16-59% of their students meet SLO targets will be rated Developing and will be assigned 3-8 points according to the chart included in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Will evidence little or no growth based on locally developed pre-test. Teachers for whom 15% or fewer of their students meet SLO targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	East Rockaway developed final assessment in Global Studies 1

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in Global 1 and Regents courses will develop SLOs approved by their principals, based on growth expectations from local pre-test and historical district Regents examination performance. The HEDI score will be based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Will exceed growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 85% or more of their students meet SLO targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Will meet growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 60-84% of their students meet SLO targets will be rated Effective and will be assigned 9-17 points according to the chart included in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Will fall below growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 16-59% of their students meet SLO targets will be rated Developing and will be assigned 3-8 points according to the chart included in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Will evidence little of no growth based on locally developed pre-test and historical Regents performance data. Teachers for whom 15% or fewer of their students meet SLO targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 2.11.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in Regents courses will develop SLOs approved by their principals, using locally developed pre-test and historical Regents examination performance data. The HEDI score will be based on the percentage of students
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meeting or exceeding their individual growth targets.

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

Will exceed growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 85% or more of their students meet SLO targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 2.11.

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

Will meet growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 60-84% of their students meet SLO targets will be rated Effective and will be assigned 9-17 points according to the chart included in 2.11.

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

Will fall below growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 16-59% of their students meet SLO targets will be rated Developing and will be assigned 3-8 points according to the chart included in 2.11.

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

Will evidence little or no growth based on locally developed pre-test and historical Regents performance data. Teachers for whom 15% or fewer of their students meet SLO targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 2.11.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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

Both the Integrated Algebra and Common Core Regents examinations will be administered to students in Common Core Algebra courses. Teachers will use the higher of the two Algebra Regents examination scores for their SLOs. Teachers in Regents courses will develop SLOs approved by their principals, using locally developed pre-test and historical Regents examination performance data.

The HEDI score will be based on the percentage of students meeting or exceeding their individual growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Will exceed growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 85% or more of their students meet SLO targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Will meet growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 60-84% of their students meet SLO targets will be rated Effective and will be assigned 9-17 points according to the chart included in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Will fall below growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 16-59% of their students meet SLO targets will be rated Developing and will be assigned 3-8 points according to the chart included in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Will evidence little or no growth based on locally developed pre-test and historical Regents performance data. Teachers for whom 15% or fewer of their students meet SLO targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	East Rockaway developed 9th grade English final assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	East Rockaway developed 10th grade English final assessment
Grade 11 ELA	Regents assessment	ELA NYS Comprehensive 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	Teachers in Regents and non-Regents English courses will develop SLOs approved by their principals, using a locally developed pre-test and historical Regents examination
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2.11, below.	performance data. Students in grade 11 will take the Comprehensive English Regents examination only. The HEDI score will be based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Will exceed growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 85% or more of their students meet SLO targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Will meet growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 60-84% of their students meet SLO targets will be rated Effective and will be assigned 9-17 points according to the chart included in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Will fall below growth expectations based on locally developed pre-test and historical Regents performance data. Teachers for whom 16-59% of their students meet SLO targets will be rated Developing and will be assigned 3-8 points according to the chart included in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Will evidence little or no growth based on locally developed pre-test and historical Regents performance data. Teachers for whom 15% or fewer of their students meet SLO targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 2.11.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
LOTE (Spanish I & III; Italian I & III)	District, Regional or BOCES-developed	East Rockaway developed final assessments in Spanish I & III, and Italian I & III.
LOTE (Spanish II & Italian II)	District, Regional or BOCES-developed	East Rockaway developed final assessments in Spanish II & Italian II
Elementary Art	District, Regional or BOCES-developed	East Rockaway developed grade-specific elementary Art assessments
Art 8	District, Regional or BOCES-developed	East Rockaway developed 8th grade Art assessment
Foundations in Art	District, Regional or BOCES-developed	East Rockaway developed Art Foundations assessment
Elementary & Middle School General Music	District, Regional or BOCES-developed	East Rockaway developed grade-specific General Music assessments
Elementary Band, Elementary Strings, HS Band, HS Orchestra	District, Regional or BOCES-developed	East Rockaway developed elementary music assessments
Elementary & HS Physical Education	District, Regional or BOCES-developed	East Rockaway developed Physical Education assessment
HS Health	District, Regional or BOCES-developed	East Rockaway developed Health Education assessment
Technology Education	District, Regional or BOCES-developed	East Rockaway developed grade-specific Technology Education assessments

Business Skills for the 21st Century	District, Regional or BOCES-developed	East Rockaway developed Business Skills assessment
Home and Careers	District, Regional or BOCES-developed	East Rockaway developed Home and Careers assessment
English 12	District, Regional or BOCES-developed	East Rockaway developed English 12 final assessment
Participation In Government	District, Regional or BOCES-developed	East Rockaway developed final participation in government examination
Economics	District, Regional or BOCES-developed	East Rockaway developed final Economics assessment
Pull-out teachers (Reading, Resource Room, Gifted and Talented program)	State Assessment	NYS 3-8 ELA and Math assessments
English as a Second Language	State Assessment	NYSESLAT
Life Skills I, elementary and intermediate self-contained special education classes	State Assessment	NYS 3-8 ELA and Math assessments
Life Skills II	District, Regional or BOCES-developed	East Rockaway developed basic skills assessment
Primary self-contained special education classes	District, Regional or BOCES-developed	East Rockaway developed basic ELA & Math skills assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in all other courses will develop SLOs approved by their principals or supervisors, using locally developed scales based on pre-test and/or historical data. The HEDI score will be based on the percentage of students meeting or exceeding their individual growth targets. Students of pull-out teachers take the NYS ELA and Math assessments. AP US History students take the US History Regents examination.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Will exceed district growth expectations based on pre-test and historical performance data. Teachers for whom 85% or more of their students meet SLO targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Will meet district growth expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet SLO targets will be rated Effective and will be assigned 9-17 points according to the chart included in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Will fall below district growth expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet SLO targets will be rated Developing and will be assigned 3-8 points according to the chart included in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidences little or no growth based on pre-test and historical performance data. Teachers for whom 15% or fewer of their students meet SLO targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 2.11.

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

assets/survey-uploads/12186/889871-avH4IQNZMh/46607394-Form2_10_AllOtherCourses_1.doc

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/5364/126732-TXEttx9bQW/final HEDI scale.doc

2.12) Locally Developed Controls

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

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

Special consideration will be given to teachers in classrooms where more than 50 percent of the enrolled students are English language learners, students with disabilities, or students in poverty. If this is the case, then the teachers score will be increased by two points after the score is calculated using the above measures, not to exceed 20 points. In no case will the district add more than 2 points to the score.

Due to circumstances beyond the district's control, as caused by the small size of the district, its enrollment, and limited numbers of classes at each grade level in a particular building, there have been occasions where it is necessary to put a large population of special education students, English language learners, or students in poverty in one teacher's classroom. The District rationale for this control is that the teacher should not be penalized for an overrepresentation of these groups in the class. Rosters are determined by the principal and not the teacher.

The district assures that all enrolled students in accordance with teacher of record policies are included and may not be excluded, and that the use of this control will not have a disparate impact on underrepresented students in accordance with any civil rights laws. The district assures that the application of this control will be rigorous, fair, and transparent and that procedures for ensuring data accuracy and integrity will be used.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.

Checked

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress in ELA
5	4) State-approved 3rd party assessments	Measures of Academic Progress in ELA
6	4) State-approved 3rd party assessments	Measures of Academic Progress in ELA
7	5) District, regional, or BOCES–developed assessments	East Rockaway developed assessment in Grade 7 ELA

8	5) District, regional, or BOCES–developed assessments	East Rockaway developed assessment in Grade 8 ELA
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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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For grades 4-6-HEDI scores will be provided by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 11. A score of 0 on the conversion chart represents expected growth on national norms. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average. Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average Ineffective: Less than -2.4 standard deviations below average.</p> <p>The scale listed in 3.4 will be used until the value-added measure is implemented.</p> <p>For grades 7-8 Locally developed achievement scale measuring proficiency (65%) rather than growth, according to the chart included in 3.13 (for 20 point scores until value added is implemented; the 15 point scale is uploaded in 3.3).</p>
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<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For grade 4-6: Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: $\geq 1.2 = 15$ points 0.9 to $<1.2 = 14$ points</p> <p>For grades 7-8: Exceeds locally determined achievement expectations based on historical and individual performance. Teachers for whom 85% or more of their students meet proficiency targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 3.3.</p>
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<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For grades 4-6: Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p>
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0.6 to <0.9 = 13 points
 0.3 to <0.6 = 12 points
 0.0 to <0.3 = 11 points
 -0.3 to <0.0 = 10 points
 -0.6 to <-0.3 = 9 points
 -0.9 to <-0.6 = 8 points

For grades 7-8: Meets locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet proficiency targets will be rated Effective and will be assigned 9-17 points according to the chart included in 3.3.

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

For grades 4-6: Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 -1.2 to <-0.9 = 7 points
 -1.5 to <-1.2 = 6 points
 -1.8 to <-1.5 = 5 points
 -2.1 to <-1.8 = 4 points
 -2.4 to <-2.1 = 3 points

For grades 7-8: Falls below locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet proficiency targets will be rated Developing and will be assigned 3-8 points according to the chart included in 3.3.

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

For grades 4-6: Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 -2.7 to <-2.4 = 2 points
 -3.0 to <-2.7 = 1 point
 <-3.0 = 0 points

For grades 7-8: Evidences little or no progress toward locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 15% or less of their students meet proficiency targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress in Math

5	4) State-approved 3rd party assessments	Measures of Academic Progress in Math
6	4) State-approved 3rd party assessments	Measures of Academic Progress in Math
7	5) District, regional, or BOCES–developed assessments	East Rockaway developed 7th grade math assessment
8	5) District, regional, or BOCES–developed assessments	East Rockaway developed 8th grade math 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.

For grades 4-6: HEDI scores will be provided by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 11. A score of 0 on the conversion chart represents expected growth on national norms. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average

Ineffective: Less than -2.4 standard deviations below average. The scale listed in 3.4 will be used until the value-added measure is implemented.

For grades 7-8 Locally developed achievement scale measuring proficiency (65%) rather than growth according to the chart included in 3.13 (for 20 point scores until value added is implemented; the 15 point scale is uploaded in 3.3).

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For grades 4-6: Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

$\geq 1.2 = 15$ points

0.9 to $<1.2 = 14$ points

For grades 7-8: Exceeds locally determined achievement expectations based on historical and individual performance. Teachers for whom 85% or more of their students meet proficiency targets will be rated Highly Effective and will be assigned 14-15 points (or 18-20 points until value-added scores are provided) according to the charts included in 3.3.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For grades 4-6: Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

- 0.6 to <0.9 = 13 points
- 0.3 to <0.6 = 12 points
- 0.0 to <0.3 = 11 points
- 0.3 to <0.0 = 10 points
- 0.6 to <-0.3 = 9 points
- 0.9 to <-0.6 = 8 points

For grades 7-8: Meets locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet proficiency targets will be rated Effective and will be assigned 8-13 points (or 9-17 points until value-added scores are provided) according to the charts included in 3.3.

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

For grades 4-6: Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

- 1.2 to <-0.9 = 7 points
- 1.5 to <-1.2 = 6 points
- 1.8 to <-1.5 = 5 points
- 2.1 to <-1.8 = 4 points
- 2.4 to <-2.1 = 3 points

For grades 7-8: Falls below locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet proficiency targets will be rated Developing and will be assigned 3-7 points (or 3-8 points until value-added scores are provided) according to the charts included in 3.3.

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

For grades 4-6: Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

- 2.7 to <-2.4 = 2 points
- 3.0 to <-2.7 = 1 point
- <-3.0 = 0 points

For grades 7-8: Evidences little or no progress toward locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 15% or less of their students meet proficiency targets will be rated Ineffective and will be assigned 0-2 points according to the charts included in 3.3.

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/12149/889872-rhJdBgDruP/46607644-46607465-final HEDI scale 15 points.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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress in ELA
1	4) State-approved 3rd party assessments	Measures of Academic Progress in ELA
2	4) State-approved 3rd party assessments	Measures of Academic Progress in ELA
3	4) State-approved 3rd party assessments	Measures of Academic Progress in ELA

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>HEDI scores will be provided by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.</p> <p>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. A score of 0 on the conversion chart represents expected growth on national norms. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average.</p> <p>Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average</p> <p>Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average</p> <p>Ineffective: Less than -2.1 standard deviations below average</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>≥1.3 = 20 points 1.1 to <1.3 = 19 points 0.9 to <1.1 = 18 points</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p>

- 0.7 to <0.9 = 17 points
- 0.5 to <0.7 = 16 points
- 0.3 to <0.5 = 15 points
- 0.1 to <0.3 = 14 points
- 0.1 to <-0.1 = 13 points
- 0.3 to <-0.3 = 12 points
- 0.5 to <-0.5 = 11 points
- 0.7 to <-0.7 = 10 points
- 0.9 to <-0.9 = 9 points

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

- 1.1 to <-0.9 = 8 points
- 1.3 to <-1.1 = 7 points
- 1.5 to <-1.3 = 6 points
- 1.7 to <-1.5 = 5 points
- 1.9 to <-1.7 = 4 points
- 2.1 to <-1.9 = 3 points

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

- 2.3 to <-2.1 = 2 points
- 2.5 to <-2.3 = 1 point
- <-2.5 = 0 points

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress in Math
1	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress in Math
2	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress in Math
3	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress in Math

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

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

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

HEDI scores will be provided by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up

3.13, below.

of volunteer districts from across the state.

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. A score of 0 on the conversion chart represents expected growth on national norms. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points.

The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

$\geq 1.3 = 20$ points

1.1 to $< 1.3 = 19$ points

0.9 to $< 1.1 = 18$ points

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

0.7 to $< 0.9 = 17$ points

0.5 to $< 0.7 = 16$ points

0.3 to $< 0.5 = 15$ points

0.1 to $< 0.3 = 14$ points

-0.1 to $< 0.1 = 13$ points

-0.3 to $< -0.1 = 12$ points

-0.5 to $< -0.3 = 11$ points

-0.7 to $< -0.5 = 10$ points

-0.9 to $< -0.7 = 9$ points

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

-1.1 to $< -0.9 = 8$ points

-1.3 to $< -1.1 = 7$ points

-1.5 to $< -1.3 = 6$ points

-1.7 to $< -1.5 = 5$ points

-1.9 to $< -1.7 = 4$ points

-2.1 to $< -1.9 = 3$ points

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

-2.3 to $< -2.1 = 2$ points

-2.5 to $< -2.3 = 1$ point

$< -2.5 = 0$ points

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	Not applicable	N/A
7	5) District, regional, or BOCES–developed assessments	East Rockaway developed 7th grade Life Science assessment
8	5) District, regional, or BOCES–developed assessments	East Rockaway developed 8th grade Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Grade 6 teachers are common branch. Locally developed achievement scale measuring proficiency (65%) rather than growth, according to the chart included in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Exceeds locally determined achievement expectations based on historical and individual performance. Teachers for whom 85% or more of their students meet proficiency targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Meets locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet proficiency targets will be rated Effective and will be assigned 9-17 points according to the chart included in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Falls below locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet proficiency targets will be rated Developing and will be assigned 3-8 points according to the chart included in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidences little or no progress toward locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 15% or less of their students meet proficiency targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	5) District, regional, or BOCES–developed assessments	East Rockaway developed 7th grade social studies assessment
8	5) District, regional, or BOCES–developed assessments	East Rockaway developed 8th grade social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Grade 6 teachers are common branch. Locally developed achievement scale, measuring proficiency (65%) rather than growth, according to the chart included in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Exceeds locally determined achievement expectations based on historical and individual performance. Teachers for whom 85% or more of their students meet proficiency targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Meets locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet proficiency targets will be rated Effective and will be assigned 9-17 points according to the chart included in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Falls below locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet proficiency targets will be rated Developing and will be assigned 3-8 points according to the chart included in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidences little or no progress toward locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 15% or less of their students meet proficiency targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	East Rockaway developed Global Studies 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	East Rockaway developed Global Studies II assessment
American History	5) District, regional, or BOCES–developed assessments	East Rockaway developed US History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Locally developed achievement scale, measuring proficiency (65%) rather than growth, according to the chart included in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Exceeds locally determined achievement expectations based on historical and individual performance. Teachers for whom 85% or more of their students meet proficiency targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Meets locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet proficiency targets will be rated Effective and will be assigned 9-17 points according to the chart included in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Falls below locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet proficiency targets will be rated Developing and will be assigned 3-8 points according to the chart included in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidences little or no progress toward locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 15% or less of their students meet proficiency targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	East Rockaway developed Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	East Rockaway developed Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	East Rockaway developed Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	East Rockaway developed Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Locally developed achievement scale, measuring proficiency (65%) rather than growth according to the chart included in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Exceeds locally determined achievement expectations based on historical and individual performance. Teachers for whom 85% or more of their students meet proficiency targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Meets locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet proficiency targets will be rated Effective and will be assigned 9-17 points according to the chart included in 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Falls below locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet proficiency targets will be rated Developing and will be assigned 3-8 points according to the chart included in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidences little or no progress toward locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 15% or less of their students meet proficiency targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	East Rockaway developed Algebra assessment
Geometry	5) District, regional, or BOCES–developed assessments	East Rockaway developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	East Rockaway developed Algebra 2/Trigonometry 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.	Locally developed achievement scale, measuring proficiency (65%) rather than growth according to the chart included in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Exceeds locally determined achievement expectations based on historical and individual performance. Teachers for whom 85% or more of their students meet proficiency targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Meets locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet proficiency targets will be rated Effective and will be assigned 9-17 points according to the chart included in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Falls below locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet proficiency targets will be rated Developing and will be assigned 3-8 points according to the chart included in 3.13.

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

Evidences little or no progress toward locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 15% or less of their students meet proficiency targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	East Rockaway developed 9th grade English critical reading assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	East Rockaway developed 10th grade English critical reading assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	East Rockaway developed 11th grade English critical reading 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.	Locally developed achievement scale, measuring proficiency (65%) rather than growth, according to the chart included in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Exceeds locally determined achievement expectations based on historical and individual performance. Teachers for whom 85% or more of their students meet proficiency targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Meets locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet proficiency targets will be rated Effective and will be

assigned 9-17 points according to the chart included in 3.13.

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

Falls below locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet proficiency targets will be rated Developing and will be assigned 3-8 points according to the chart included in 3.13.

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

Evidences little or no progress toward locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 15% or less of their students meet proficiency targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 3.13.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
LOTE (Spanish I & III; Italian I & III)	5) District/regional/BOCES-developed	FLACS regionally-developed checkpoint A & Checkpoint B assessments
LOTE (Spanish II & Italian II)	5) District/regional/BOCES-developed	East Rockaway developed assessments in Italian II & Spanish II
Elementary Art	5) District/regional/BOCES-developed	East Rockaway developed grade-specific performance assessment in Elementary Art
Art 8	5) District/regional/BOCES-developed	East Rockaway developed performance assessment in Art 8
Foundations in Art	5) District/regional/BOCES-developed	East Rockaway developed performance assessment in Art Foundations
Elementary & Middle School General Music	5) District/regional/BOCES-developed	East Rockaway developed grade-specific performance assessment in General Music
Elementary Band, Elementary Strings, HS Band, HS Orchestra	5) District/regional/BOCES-developed	East Rockaway developed performance assessment in instrumental music
HS Chorus	5) District/regional/BOCES-developed	East Rockaway developed assessment in vocal music based on NYSSMA scores
Elementary & HS Physical Education	5) District/regional/BOCES-developed	East Rockaway developed performance assessment in Physical Education
Health 11	5) District/regional/BOCES-developed	East Rockaway developed performance assessment in Health Education

Technology Education	5) District/regional/BOCES–developed	East Rockaway developed Technology project assessment
Business Skills for the 21st Century	5) District/regional/BOCES–developed	East Rockaway developed project assessment in Business skills
Home and Careers	5) District/regional/BOCES–developed	East Rockaway developed performance assessment in Home and Careers
Science Research	5) District/regional/BOCES–developed	East Rockaway developed science research skills assessment
Participation in Government	5) District/regional/BOCES–developed	East Rockaway developed assessment in Participation in Government
Economics	5) District/regional/BOCES–developed	East Rockaway developed assessment in Economics
Pull-out Teachers (Reading, Resource Room, Gifted and Talented)	4) State-approved 3rd party	Measures of Academic Progress in ELA
English as a Second Language	3) Teacher specific achievement/growth score computed locally	NYSESLAT (Reading)
Life Skills I	5) District/regional/BOCES–developed	East Rockaway developed assessment in ELA or Math skills
Life Skills II & Primary Self contained special education classes	5) District/regional/BOCES–developed	East Rockaway assessment of Basic Skills

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.

Locally developed achievement scale, measuring proficiency (65%) rather than growth, based on historical and individual performance data according to the chart included in 3.13. For English as a Second Language percent of students meeting level 4 proficiency on NYSESLAT.

For courses using NWEA Measures of Academic Progress HEDI scores will be provided by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 11. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average.
Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average
Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average
Ineffective: Less than -2.1 standard deviations below average

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

Exceeds locally determined achievement expectations based on historical and individual performance. Teachers for whom 85% or more of their students meet individual targets will be rated Highly Effective and will be assigned 18-20 points according to the chart included in 3.13.

For courses using NWEA's MAP assessment:
Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 $\geq 1.3 = 20$ points
 1.1 to $< 1.3 = 19$ points
 0.9 to $< 1.1 = 18$ points

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

Meets locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 60-84% of their students meet proficiency targets will be rated Effective and will be assigned 9-17 points according to the chart included in 3.13

For those courses using NWEA's MAP assessment:
Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 0.7 to $< 0.9 = 17$ points
 0.5 to $< 0.7 = 16$ points
 0.3 to $< 0.5 = 15$ points
 0.1 to $< 0.3 = 14$ points
 -0.1 to $< 0.1 = 13$ points
 -0.3 to $< -0.1 = 12$ points
 -0.5 to $< -0.3 = 11$ points
 -0.7 to $< -0.5 = 10$ points
 -0.9 to $< -0.7 = 9$ points

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

Falls below locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 16-59% of their students meet proficiency targets will be rated Developing and will be assigned 3-8 points according to the chart included in 3.13.

For those courses using NWEA's MAP assessment:
Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific

point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

- 1.1 to <-0.9 = 8 points
- 1.3 to <-1.1 = 7 points
- 1.5 to <-1.3 = 6 points
- 1.7 to <-1.5 = 5 points
- 1.9 to <-1.7 = 4 points
- 2.1 to <-1.9 = 3 points

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

Evidences little or no progress toward locally determined achievement expectations based on historical and individual performance data. Will exceed district performance expectations based on pre-test and historical performance data. Teachers for whom 15% or less of their students meet proficiency targets will be rated Ineffective and will be assigned 0-2 points according to the chart included in 3.13.

For those courses using NWEA's MAP assessment:

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

- 2.7 to <-2.4 = 2 points
- 3.0 to <-2.7 = 1 point
- <-3.0 = 0 points

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)

assets/survey-uploads/12149/889872-Rp0Ol6pk1T/46607645-Form 3_12_All Other Courses[1]_2_1.doc

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/5139/126734-y92vNseFa4/final HEDI scale.doc

3.14) Locally Developed Controls

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

Special consideration will be given to teachers in classrooms where more than 50 percent of the enrolled students are English language learners, students with disabilities, or students in poverty. If this is the case, then the teachers score will be increased by two points after the score is calculated using the above measures, not to exceed 20 points. In no case will the district add more than 2 points to the score.

Due to circumstances beyond the district's control, as caused by the small size of the district, its enrollment, and limited numbers of classes at each grade level in a particular building, there have been occasions where it is necessary to put a large population of special education students, English language learners, or students in poverty in one teacher's classroom. The District rationale for this control is that the teacher should not be penalized for an overrepresentation of these groups in the class. Rosters are determined by the principal and not the teacher.

The district assures that all enrolled students in accordance with teacher of record policies are included and may not be excluded, and

that the use of this control will not have a disparate impact on underrepresented students in accordance with any civil rights laws. The district assures that the application of this control will be rigorous, fair, and transparent and that procedures for ensuring data accuracy and integrity will be used.

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.

Teacher's with multiple locally selected measures will have scores averaged in proportion to the number of students covered by each measure. HEDI score values ending in a decimal from .0 to .4 will be rounded down, and from .5 to .9 will be rounded up.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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4.1) Teacher Practice Rubric

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

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

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

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]	45
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.

Each of the 22 components of Danielson's rubrics are weighted equally and scored on a four point rubric equivalent to the 4 HEDI rating categories. When a component is rated multiple times, as in multiple observations, the average score for that component is used in the final average. The OASYS system at Mylearningplan.com averages these multiple ratings and converts the final average rating to a score between 0-60 according to the chart attached.

Domains 1,2 and 3 represent the observation process and will be weighted 45/60. Domains 1,2, & 3 will be weighted on a 1 through 4

score (4=H, 3=E, 2=D, 1=I). Domain 4 represents review of documents and artifacts and is weighted 15/60. Domain 4 will be weighted on a 1 through 4 score (4=H, 3=E, 2=D, 1=I).

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

assets/survey-uploads/12179/889873-eka9yMJ855/46607700-46607694-13-14 conversion chart.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Ratings in Danielson's Components of Professional Practice as assessed in classroom observations and structured review of documents exceed district expectations according to the conversion chart. Teachers scoring 59-60 are rated Highly Effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Ratings in Danielson's Components of Professional Practice as assessed in classroom observations and structured review of documents meet district expectations according to the conversion chart. Teachers scoring 57-58 are rated Effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Ratings in Danielson's Components of Professional Practice as assessed in classroom observations and structured review of documents fall below district expectations according to the conversion chart. Teachers scoring 50-56 are rated Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ratings in Danielson's Components of Professional Practice as assessed in classroom observations and structured review of documents fall far below district expectations according to the conversion chart. Teachers scoring 0-49 are rated Ineffective.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	4
Informal/Short	1
Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

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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 Tuesday, February 25, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/126736-Df0w3Xx5v6/TIP.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of Annual Professional Performance Reviews shall be limited to those performance reviews in which the teacher received a rating of "Ineffective" or a tenured teacher received a rating of "Developing." Teachers may appeal the substance of the Annual

Professional Performance Review, the school district's adherence to the standards and methodologies required pursuant to Education law 3012-c, and/or the adherence to the regulations of the Commissioner and compliance with locally negotiated procedures, as well as the district's issuance and/or implementation of the terms of any teacher improvement plan. All such appeals shall be submitted to the Superintendent in writing within 15 calendar days of the teacher's receipt of the annual performance review. With the exception of grievances based on failure to follow the procedural steps outlined in the teachers' union contract, the Superintendent's decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, provided, however, that nothing herein shall be deemed to preclude review by a duly appointed hearing officer in a proceeding pursuant to Education law section 3020-a. (See grievance procedures upload.)

The superintendent's decision will be rendered within 30 school days after the appeal is submitted.

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.

Administrators responsible for the observation and evaluation of teachers will be trained by the Nassau BOCES Network Teams, and certified by the East Rockaway Board of Education. The instructional supervision team will have completed modules 1-8 of this training, including inter-rater reliability. All new administrators hired by the East Rockaway Public Schools subsequent to this date will be trained by Nassau BOCES or by the instructional supervision team. Locally conducted training will include at least 10 hours of professional development that will address the 9 required elements found in section 30-2.9 of the Regents rules, and is based on the Network Team training provided by Nassau BOCES. Analysis of scoring of common videotape and written scripts are used to establish inter-rater reliability.

The instructional supervision team includes the superintendent, principals, assistant principals, directors of health & physical education, curriculum & technology, and pupil personnel services, and high school chairpersons.

Meetings of the district instructional supervision team regularly include discussion of performance evaluation. Through ongoing dialogue and sharing, administrators, as a group, refine performance evaluation practices to maximize their effectiveness and inter-rater reliability.

Lead evaluators will be re-certified on an annual basis by the Board of Education at its July reorganization meeting.

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	Checked
---	---------

Commissioner.

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 Friday, February 28, 2014

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

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

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

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

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

K-6
7-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
------------------------	----------------------------	------------------------

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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.

assets/survey-uploads/12156/889876-lha0DogRNw/46607835-HEDI charts combined.pdf

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.

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 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).

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress in ELA and Math
7-12	(g) % achieving specific level on Regents or alternatives	NYS Comprehensive Regents examination in English

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>K-6 principals HEDI scores will be provided by the Value Added Research Center based on NWEA's Measures of Academic Progress in ELA and Math. To assign HEDI categories, we will assume a normal distribution of principal effects centered on 11. A score of 0 on the conversion chart represents expected growth on national norms. From this point, we will use the following cut points to assign K-6 principals to categories based on the performance of all teachers in the building:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average.</p> <p>Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.</p> <p>Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average.</p> <p>Ineffective: Less than -2.4 standard deviations below average.</p> <p>7-12 principals will have points assigned for percentage of students meeting proficiency targets (scores if 65 or higher) on</p>
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the Comprehensive Regents Examination in English Language Arts for current eleventh grade students taking the June administration.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Highly Effective, those principals whose students fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

$\geq 1.2 = 15$ points

0.9 to $<1.2 = 14$ points

The following score ranges will be used until value-added measures are implemented:

$\geq 1.3 = 20$ points

1.1 to $<1.3 = 19$ points

0.9 to $<1.1 = 18$ points

7-12 principals exceed district expectations for achievement as measured by 85% of students meeting performance targets on the English Regents exam.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those principals whose students fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

0.6 to $<0.9 = 13$ points

0.3 to $<0.6 = 12$ points

0.0 to $<0.3 = 11$ points

-0.3 to $<0.0 = 10$ points

-0.6 to $<-0.3 = 9$ points

-0.9 to $<-0.6 = 8$ points

The following score ranges will be used until value-added measures are implemented:

0.7 to $<0.9 = 17$ points

0.5 to $<0.7 = 16$ points

0.3 to $<0.5 = 15$ points

0.1 to $<0.3 = 14$ points

-0.1 to $<0.1 = 13$ points

-0.3 to $<-0.1 = 12$ points

-0.5 to $<-0.3 = 11$ points

-0.7 to $<-0.5 = 10$ points

-0.9 to $<-0.7 = 9$ points

7-12 principals meet district expectations for achievement as measured by 60-84% of students meeting performance targets the English Regents exam.

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

Within the category of Developing, those principals whose students fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

-1.2 to $<-0.9 = 7$ points

-1.5 to $<-1.2 = 6$ points

-1.8 to $<-1.5 = 5$ points

-2.1 to <-1.8 = 4 points

-2.4 to <-2.1 = 3 points

The following score ranges will be used until value-added measures are implemented:

-1.1 to <-0.9 = 8 points

-1.3 to <-1.1 = 7 points

-1.5 to <-1.3 = 6 points

-1.7 to <-1.5 = 5 points

-1.9 to <-1.7 = 4 points

-2.1 to <-1.9 = 3 points

7-12 principals fall below district expectations for achievement as measured by 16-59% of students meeting performance targets on the English Regents exam.

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

Within the category of Ineffective, those principals whose students fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower

bounds denoted in standard deviation units, is as follows:

-2.7 to <-2.4 = 2 points

-3.0 to <-2.7 = 1 point

<-3.0 = 0 points

The following score ranges will be used until value-added measures are implemented:

-2.3 to <-2.1 = 2 points

-2.5 to <-2.3 = 1 point

<-2.5 = 0 points

7-12 principals evidence little or no progress toward district expectations for achievement as measured 0-15% of students meeting performance targets on the English Regents exam.

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/12190/889877-qBFVOWF7fC/46607835-HEDI charts combined.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.

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	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 teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Not applicable

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.

Principals in K-6 buildings will have building wide 0-15 point scores for both ELA and Math (scores of 0-20 until the implementation of value-added scores). The principal's score will be an average of the combined ELA and Math scores. HEDI scores with decimal values of .0 to .4 will be rounded down, values of .5 to .9 will be rounded up.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check

8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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9.1) Principal Practice Rubric

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

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

The Reeves Leadership Performance Matrix

(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)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

All 60 points are based on the Reeves Leadership Matrix. Evidence gathered by the Superintendent during multiple school visits will be reviewed and scored in a meeting with each principal. Domains 1, 9 & 10 have a weight of 1. Domains 2, 5, 6 & 7 have a weight of 2 (these scores are counted twice in the final average), and domains 3, 4, & 8 have a weight of 3 (these scores are counted three times in the final average).

Each domain is scored holistically based on the evidence observed.

For each domain, principals score 0 to 0.675 points for ineffective performance, 0.7-1.4 points for performance observed to be developing, 1.425 to 2 points for effective performance, and 2.025-3 points for highly effective performance.

Each domain score is the average of the component scores for that domain. The scores for each of the ten domains are averaged and converted to a score of 60 points based on the attached conversion chart. The rubric scores listed are the minimum scores required to receive 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/12205/889878-pMADJ4gk6R/46607912-46607912-13-14 principal conversion chart (simple).docx

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

Highly Effective: Overall performance and results exceed standards.	Highly Effective principals exceed district expectations according to the Reeves Leadership matrix, scoring 59-60 points according to the conversion chart.
Effective: Overall performance and results meet standards.	Effective principals meet district expectations according to the Reeves Leadership matrix, scoring 57-58 points according to the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Developing principals fall below district expectations according to the Reeves Leadership matrix, scoring 50-56 points according to the conversion chart.
Ineffective: Overall performance and results do not meet standards.	Ineffective principals evidence little or no progress toward district expectations according to the Reeves Leadership matrix, scoring 0-49 points according to the conversion chart.

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, January 06, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	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 Friday, February 28, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/147419-Df0w3Xx5v6/PIP.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of APPR shall be limited to those performance reviews in which the principal received a rating of “ineffective” or a tenured principal received a rating of “developing” or ineffective.” Principals may appeal the substance of the Annual Professional Performance Review, the school district's adherence to the standards and methodologies required pursuant to Education law 3012-c, and/or the adherence to the regulations of the Commissioner and compliance with locally negotiated procedures, as well as the district's issuance and/or implementation of the terms of any principal improvement plan.

Upon receipt of the principal's composite score, the principal may submit an informal appeal, in writing, to the Superintendent within twenty (20) school days. If a principal is challenging the content of a principal improvement plan, appeals must be filed within twenty (20) school days of the issuance of such plan. The Superintendent will respond within five (5) school days. If the principal's appeal to the Superintendent is denied, the principal may appeal to the President of the Board of Education.

All such appeals to the President of the Board of Education shall be submitted in writing within twenty (20) school days from the opening of classes in the school year following the performance year. All evidence in support of each ground for appeal shall be submitted to the President of the Board within said time frame.

The President of the Board of Education shall convene an appeals committee within fifteen (15) school days of receiving the appeal. The committee shall consist of one (1) member of the Board of Education (other than the President), one (1) member of the ERAA (other than the Principal who filed the appeal), one (1) central office administrator (Director of Curriculum and Technology, Director of Pupil Personnel Services, or Director of Finance & Operations). Members of the panel will be selected randomly from each group. The panel will review all evidence submitted. Each member of the three (3) person panel will submit a confidential determination, to either uphold the evaluation or sustain the appeal, to the President of the Board of Education within fifteen (15) days following the appeals committee meeting. The President of the Board of Education will communicate, in writing, the majority decision to the Principal and Superintendent within five (5) business days of receiving each panel member's determination. The decision of the panel shall be final, and not subject to appeal in any forum.

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.

Our district will only be using lead evaluators for principals. Lead evaluators for principals shall have completed all required modules of principal evaluation training through Nassau BOCES, and shall be certified by the Board of Education. Nassau BOCES provides turn-key training for Principal Lead Evaluators based on material and information provided by NYSED. The training covers the nine content areas of §30-2.9 (b. 1-9). Training is conducted in four full day sessions provided during the school year.

Lead evaluators will continue to attend all new training modules as required, including calibration for inter-rater reliability. Lead evaluators will also take advantage of training offered through NYS Council of School Superintendents and other venues. The Board of Education will re-certify lead evaluators annually at its July reorganization meeting.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, February 10, 2014

Updated Friday, February 28, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/998623-3Uqgn5g9Iu/certifications.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.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
HS chorus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	East Rockaway developed performance assessment in vocal music.
Elementary Information Literacy (computer)	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	East Rockaway developed grade-specific assessment in computer skills.
Elementary Information Literacy (library)	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	East Rockaway developed grade-specific assessment in library skills.
Science Research	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	East Rockaway developed assessment in science research skills.
Course(s) or Subject(s)	Option	Assessment

Intermediate Algebra	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	East Rockaway developed final assessment in Intermediate Algebra
AP U.S. History	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS Regents examination in US History
AP Government	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	East Rockaway developed final assessment in Government.

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 student performance.

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.	See description in 2.10
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See description in 2.10
Effective (9 - 17 points) Results meet District goals for similar students.	See description in 2.10

Developing (3 - 8 points) Results are below District goals for similar students.	See description in 2.10
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See description in 2.10

East Rockaway HEDI scale for Teachers – Growth and Locally Selected Measures

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	83-84	80-82	77-79	74-76	70-73	67-69	64-66	62-63	60-61	53-59	46-52	38-45	30-37	23-29	16-22	11-15	6-10	0-5

East Rockaway HEDI scale for Teachers and Principals – Growth and Locally Selected Measures

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	85-92	81-84	77-80	72-76	68-71	64-67	60-63	51-59	42-50	34-41	25-33	16-24	11-15	6-10	0-5

Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Information Literacy (computer technology)	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	East Rockaway developed grade-specific assessment in computer technology
Information literacy (library media)	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	East Rockaway developed grade-specific assessment in library media

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
AP US History	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	East Rockaway developed assessment in AP US History
AP Government	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	East Rockaway developed assessment in AP Government
HS Chorus	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED 	East Rockaway developed assessment in vocal music

	<ul style="list-style-type: none"> <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
--	---	--

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.

Locally developed achievement scale, measuring proficiency rather than growth, based on historical and individual performance data according to the chart included in 3.13.	See 3.12
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	See 3.12
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.12
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.12
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.12

East Rockaway HEDI scale for Teachers – Growth and Locally Selected Measures

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	83-84	80-82	77-79	74-76	70-73	67-69	64-66	62-63	60-61	53-59	46-52	38-45	30-37	23-29	16-22	11-15	6-10	0-5

Teacher's HEDI conversion chart

Min	Max	Range Value	Range Rating
3.51	4	60	Highly Effective
3.01	3.5	59	Highly Effective
2.51	3	58	Effective
2.28	2.5	57	Effective
2.08	2.27	56	Developing
1.92	2.07	55	Developing
1.78	1.91	54	Developing
1.67	1.77	53	Developing
1.58	1.66	52	Developing
1.51	1.57	51	Developing
1.5	1.5	50	Developing
1.49	1.49	49	Ineffective
1.48	1.48	48	Ineffective
1.47	1.47	47	Ineffective
1.46	1.46	46	Ineffective
1.45	1.45	45	Ineffective
1.44	1.44	44	Ineffective
1.43	1.43	43	Ineffective
1.42	1.42	42	Ineffective
1.41	1.41	41	Ineffective
1.4	1.4	40	Ineffective
1.39	1.39	39	Ineffective
1.38	1.38	38	Ineffective
1.37	1.37	37	Ineffective
1.36	1.36	36	Ineffective
1.35	1.35	35	Ineffective
1.34	1.34	34	Ineffective
1.33	1.33	33	Ineffective
1.32	1.32	32	Ineffective
1.31	1.31	31	Ineffective
1.3	1.3	30	Ineffective
1.29	1.29	29	Ineffective
1.28	1.28	28	Ineffective
1.27	1.27	27	Ineffective
1.26	1.26	26	Ineffective
1.25	1.25	25	Ineffective
1.24	1.24	24	Ineffective
1.23	1.23	23	Ineffective
1.22	1.22	22	Ineffective

1.21	1.21	21	Ineffective
1.2	1.2	20	Ineffective
1.19	1.19	19	Ineffective
1.18	1.18	18	Ineffective
1.17	1.17	17	Ineffective
1.16	1.16	16	Ineffective
1.15	1.15	15	Ineffective
1.14	1.14	14	Ineffective
1.13	1.13	13	Ineffective
1.12	1.12	12	Ineffective
1.11	1.11	11	Ineffective
1.1	1.1	10	Ineffective
1.09	1.09	9	Ineffective
1.08	1.08	8	Ineffective
1.07	1.07	7	Ineffective
1.06	1.06	6	Ineffective
1.05	1.05	5	Ineffective
1.04	1.04	4	Ineffective
1.03	1.03	3	Ineffective
1.02	1.02	2	Ineffective
1.01	1.01	1	Ineffective
1	1	0	Ineffective

East Rockaway Public Schools

Teacher Improvement Plan

Name: _____ APPR Rating: _____ /100

Supervisor: _____ School Year: _____

Areas in Need of Improvement:

___ Student Performance on NYS Assessments / Growth Measure

Assessment: _____

___ Student Performance on locally-determined measures

Assessment: _____

___ Components of Professional Practice:

Domain(s) & Component(s) _____

Timeline:

The teacher's ratings in the above area will show evidence of improvement as assessed on or before the dates listed below.

Assessment:

The teacher's ratings in the above area will be assessed as follows:

___ Student Performance on NYS Assessments / Growth Measure

Assessment: _____

Administered: (mm/yr) _____

___ Student Performance on locally-determined measures

Assessment: _____

Administered: (mm/yr) _____

___ Teacher observations

Conducted: (mm/yr) _____ (mm/yr) _____ (mm/yr) _____

___ Review of documents

Lesson plans (mm/yr) _____ (mm/yr) _____

Assessments (mm/yr) _____ (mm/yr) _____

Student work (mm/yr) _____ (mm/yr) _____

Additional artifacts: _____

(mm/yr) _____ (mm/yr) _____

Activities to Support Teacher Improvement:

Teacher signature: _____

Date: _____

ERTA rep signature: _____

Date: _____

Principal / Supervisor signature: _____

Date: _____

Superintendent signature: _____

Date: _____

East Rockaway HEDI scale for Teachers and Principals – Growth and Locally Selected Measures

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	83-84	80-82	77-79	74-76	70-73	67-69	64-66	62-63	60-61	53-59	46-52	38-45	30-37	23-29	16-22	11-15	6-10	0-5

East Rockaway HEDI scale for Teachers and Principals – Growth and Locally Selected Measures

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	85-92	81-84	77-80	72-76	68-71	64-67	60-63	51-59	42-50	34-41	25-33	16-24	11-15	6-10	0-5

East Rockaway HEDI scale for Teachers and Principals – Growth and Locally Selected Measures

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	83-84	80-82	77-79	74-76	70-73	67-69	64-66	62-63	60-61	53-59	46-52	38-45	30-37	23-29	16-22	11-15	6-10	0-5

East Rockaway HEDI scale for Teachers and Principals – Growth and Locally Selected Measures

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	85-92	81-84	77-80	72-76	68-71	64-67	60-63	51-59	42-50	34-41	25-33	16-24	11-15	6-10	0-5

Principal's HEDI conversion chart.

Score	Range Value	Range Rating
2.525 - 3	60	Highly Effective
2.025-2.5	59	Highly Effective
1.525-2	58	Effective
1.425-1.5	57	Effective
1.325-1.4	56	Developing
1.225-1.3	55	Developing
1.1-1.2	54	Developing
.975-1.075	53	Developing
.85-.95	52	Developing
.725-.825	51	Developing
.7	50	Developing
.675	49	Ineffective
.65	48	Ineffective
.625	47	Ineffective
.6	46	Ineffective
.575	45	Ineffective
.55	44	Ineffective
.538	43	Ineffective
.525	42	Ineffective
.513	41	Ineffective
.5	40	Ineffective
.488	39	Ineffective
.475	38	Ineffective
.463	37	Ineffective
.45	36	Ineffective
.438	35	Ineffective
.425	34	Ineffective
.413	33	Ineffective
.4	32	Ineffective
.388	31	Ineffective
.375	30	Ineffective
.363	29	Ineffective
.35	28	Ineffective
.338	27	Ineffective
.325	26	Ineffective
.313	25	Ineffective
.3	24	Ineffective
.288	23	Ineffective
.275	22	Ineffective

.263	21	Ineffective
.25	20	Ineffective
.238	19	Ineffective
.225	18	Ineffective
.213	17	Ineffective
.2	16	Ineffective
.188	15	Ineffective
.175	14	Ineffective
.163	13	Ineffective
.15	12	Ineffective
.138	11	Ineffective
.125	10	Ineffective
.113	9	Ineffective
.1	8	Ineffective
.088	7	Ineffective
.075	6	Ineffective
.063	5	Ineffective
.05	4	Ineffective
.038	3	Ineffective
.025	2	Ineffective
.013	1	Ineffective
0	0	Ineffective

East Rockaway Public Schools

Principal Improvement Plan

Name: _____ APPR Rating: _____ /100

Supervisor: _____ School Year: _____

Areas in Need of Improvement:

___ Student Performance on NYS Assessments / Growth Measure

Assessment: _____

___ Student Performance on locally-determined measures

Assessment: _____

___ Components of Leadership Performance Matrix:

Category & Component(s) _____

Timeline:

The principal's ratings in the above area will show evidence of improvement as assessed on or before the dates listed below.

Assessment:

The principal's ratings in the above area(s) will be assessed as follows:

___ Student Performance on NYS Assessments / Growth Measure

Assessment: _____

Administered: (mm/yr) _____

___ Student Performance on locally-determined measures

Assessment: _____

Administered: (mm/yr) _____

___ Building visits

(mm/yr) _____ (mm/yr) _____ (mm/yr) _____

___ Review of documents

(i.e. – reports, meeting agendas, student data, teacher observation reports, parent communications, etc.)

(mm/yr) _____ (mm/yr) _____ (mm/yr) _____

Activities to Support Principal Improvement:

Principal signature: _____

Date: _____

ERAA rep. signature: _____

Date: _____

Supervisor signature (if applicable): _____

Date: _____

Superintendent signature: _____

Date: _____

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

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

Signatures, dates

Superintendent Signature: Date:

Lisa Riley 2/28/14

Teachers Union President Signature: Date:

Sandra 2/25/14

Administrative Union President Signature: Date:

U.B. [Signature] 2-28-14

Board of Education President Signature: Date:

[Signature] 2/28/14