



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

Commissioner of Education
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April 22, 2014

Revised

Walter Moran, Superintendent
Eastchester Union Free School District
580 White Plains Road
Eastchester, NY 10709

Dear Superintendent Moran:

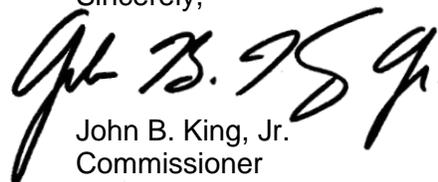
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.
Commissioner

Attachment

c: Harold Coles

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 Tuesday, November 19, 2013

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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 : 660301030000

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

660301030000

1.2) School District Name: EASTCHESTER UFSD

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

Eastchester 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, March 19, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Eastchester Developed ELA K Assessment
1	District, regional, or BOCES-developed assessment	Eastchester Developed ELA 1 Assessment
2	District, regional, or BOCES-developed assessment	Eastchester Developed ELA 2 Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For grades K-2, the increase or decrease in class average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. For grade 3, the increase or decrease in the class' average on the pre-assessment and the raw score average on the SED ELA 3 assessment (used as the post-assessment) will be measured. To calculate the raw percentage score (out of 100) on the ELA 3 Assessment, the number of points/credits a student earns out of the total number of points/credits available will be converted to an equivalent percentage out of 100. In grades K-3, a tiered system will be used to assign HEDI scores, which takes into consideration the composition of a class and the ability levels of students in the class. HEDI points will be awarded by the increase or decrease of the class average score on the post-assessment when compared to the class average score on the pre-assessment using the attached file (titled: Section 2 Chart-Student Learning

Objectives HEDI Points Assignment).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers who exhibit significant growth (well above District expectations for growth), relative to the starting point of students, will be deemed highly effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who exhibit moderate growth (results meet District expectations for growth), relative to the starting point of students, will be deemed effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers who exhibit minimal growth (results are below District expectations for growth), relative to the starting point of students, will be deemed developing. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers who exhibit negligible or no growth or regression (results are well-below District expectations), relative to the starting point of students, will be deemed ineffective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

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	Eastchester Developed Math K Assessment
1	District, regional, or BOCES-developed assessment	Eastchester Developed Math 1 Assessment
2	District, regional, or BOCES-developed assessment	Eastchester Developed Math 2 Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades K-2, the increase or decrease in class average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. For grade 3, the increase or decrease in the class' average on the pre-assessment and the raw score average on the SED math 3 assessment (used as the post-assessment) will be measured. To calculate the raw percentage score (out of 100) on the math 3 Assessment, the number of points/credits a student earns out of the total number of points/credits available will be converted to an equivalent percentage out of 100. In grades K-3, a tiered system will be used to assign HEDI scores, which takes into consideration the
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composition of a class and the ability levels of students in the class. HEDI points will be awarded by the increase or decrease of the class average score on the post-assessment when compared to the class average score on the pre-assessment using the attached file (titled: Section 2 Chart-Student Learning Objectives HEDI Points Assignment).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Teachers who exhibit significant growth (well above District expectations for growth), relative to the starting point of students, will be deemed highly effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Teachers who exhibit moderate growth (results meet District expectations for growth), relative to the starting point of students, will be deemed effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Teachers who exhibit minimal growth (results are below District expectations for growth), relative to the starting point of students, will be deemed developing. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

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

Teachers who exhibit negligible or no growth or regression (results are well-below District expectations), relative to the starting point of students, will be deemed ineffective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

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	District, regional or BOCES-developed assessment	Eastchester Developed Science 6 Assessment
7	District, regional or BOCES-developed assessment	Eastchester Developed Science 7 Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

For Science 6 and Science 7, the increase or decrease in class average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. For Science 8, the increase or decrease in the class' average on the pre-assessment and the raw score average on the SED Science 8 assessment (used as the post-assessment) will be measured. To calculate the raw percentage score (out of 100) on the Science 8 assessment,

the number of points/credits a student earns out of the total number of points/credits available will be converted to an equivalent percentage out of 100. In Science 6-8, a tiered system will be used to assign HEDI scores, which takes into consideration the composition of a class and the ability levels of students in the class. HEDI points will be awarded by the increase or decrease of the class average score on the post-assessment when compared to the class average score on the pre-assessment using the attached file (titled: Section 2 Chart-Student Learning Objectives HEDI Points Assignment).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers who exhibit significant growth (well above District expectations for growth), relative to the starting point of students, will be deemed highly effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who exhibit moderate growth (results meet District expectations for growth), relative to the starting point of students, will be deemed effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers who exhibit minimal growth (results are below District expectations for growth), relative to the starting point of students, will be deemed developing. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers who exhibit negligible or no growth or regression (results are well-below District expectations), relative to the starting point of students, will be deemed ineffective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Eastchester Developed Social Studies 6 Assessment
7	District, regional or BOCES-developed assessment	Eastchester Developed Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	Eastchester Developed Social Studies 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Social Studies 6-8, the increase or decrease in class average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. A tiered system will be used to assign HEDI scores, which takes into consideration the composition of a class and the ability levels of students in the class. HEDI points will be awarded by the increase or decrease of the class average score on the post-assessment when
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compared to the class average score on the pre-assessment using the attached file (titled: Section 2 Chart-Student Learning Objectives HEDI Points Assignment).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who exhibit significant growth (well above District expectations for growth), relative to the starting point of students, will be deemed highly effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who exhibit moderate growth (results meet District expectations for growth), relative to the starting point of students, will be deemed effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who exhibit minimal growth (results are below District expectations for growth), relative to the starting point of students, will be deemed developing. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who exhibit negligible or no growth or regression (results are well-below District expectations), relative to the starting point of students, will be deemed ineffective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

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	Eastchester Developed Global 1 Assessment
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.	The increase or decrease in class average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. A tiered system will be used to assign HEDI scores, which takes into consideration the composition of a class and the ability levels of students in the class. HEDI points will be awarded by the increase or decrease of the class
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average score on the post-assessment when compared to the class average score on the pre-assessment using the attached file (titled: Section 2 Chart-Student Learning Objectives HEDI Points Assignment).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who exhibit significant growth (well above District expectations for growth), relative to the starting point of students, will be deemed highly effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who exhibit moderate growth (results meet District expectations for growth), relative to the starting point of students, will be deemed effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who exhibit minimal growth (results are below District expectations for growth), relative to the starting point of students, will be deemed developing. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who exhibit negligible or no growth or regression (results are well-below District expectations), relative to the starting point of students, will be deemed ineffective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The increase or decrease in class average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. A tiered system will be used to assign HEDI scores, which takes into consideration the composition of a class and the ability levels of students in the class. HEDI points will be awarded by the increase or decrease of the class average score on the post-assessment when compared to the class average score on the pre-assessment using the attached file
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(titled: Section 2 Chart-Student Learning Objectives HEDI Points Assignment).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who exhibit significant growth (well above District expectations for growth), relative to the starting point of students, will be deemed highly effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who exhibit moderate growth (results meet District expectations for growth), relative to the starting point of students, will be deemed effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who exhibit minimal growth (results are below District expectations for growth), relative to the starting point of students, will be deemed developing. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who exhibit negligible or no growth or regression (results are well-below District expectations), relative to the starting point of students, will be deemed ineffective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

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.	The increase or decrease in class average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. A tiered system will be used to assign HEDI scores, which takes into consideration the composition of a class and the ability levels of students in the class. HEDI points will be awarded by the increase or decrease of the class
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average score on the post-assessment when compared to the class average score on the pre-assessment using the attached file (titled: Section 2 Chart-Student Learning Objectives HEDI Points Assignment). In Algebra I, both the Integrated Algebra and Common Core Algebra Regents exams will be administered to students in Common Core Algebra Courses, and the higher score will be used in accordance with NYSED policy.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who exhibit significant growth (well above District expectations for growth), relative to the starting point of students, will be deemed highly effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who exhibit moderate growth (results meet District expectations for growth), relative to the starting point of students, will be deemed effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who exhibit minimal growth (results are below District expectations for growth), relative to the starting point of students, will be deemed developing. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who exhibit negligible or no growth or regression (results are well-below District expectations), relative to the starting point of students, will be deemed ineffective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

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	Eastchester Developed English 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Eastchester Developed English 10 Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The increase or decrease in class average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. A tiered system will be used to assign HEDI scores, which takes into consideration the composition of a class and the ability levels of students in the class. HEDI points will be awarded by the increase or decrease of the class average score on the post-assessment when compared to the class average score on the pre-assessment using the attached file (titled: Section 2 Chart-Student Learning Objectives HEDI Points Assignment). The Comprehensive English Regents exam will be administered as permitted by NYSED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who exhibit significant growth (well above District expectations for growth), relative to the starting point of students, will be deemed highly effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who exhibit moderate growth (results meet District expectations for growth), relative to the starting point of students, will be deemed effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who exhibit minimal growth (results are below District expectations for growth), relative to the starting point of students, will be deemed developing. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who exhibit negligible or no growth or regression (results are well-below District expectations), relative to the starting point of students, will be deemed ineffective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

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
Studio Art	District, Regional or BOCES-developed	Eastchester Developed Assessment: Studio Art
Drawing and Painting	District, Regional or BOCES-developed	Eastchester Developed Assessment: Drawing and Painting
Advanced Studio Art	District, Regional or BOCES-developed	Eastchester Developed Assessment: Advanced Studio Art
Global Crafts I	District, Regional or BOCES-developed	Eastchester Developed Assessment: Global Crafts
Global Crafts II	District, Regional or BOCES-developed	Eastchester Developed Assessment: Global Crafts II
Photography I	District, Regional or BOCES-developed	Eastchester Developed Assessment: Photography I
Photography II	District, Regional or BOCES-developed	Eastchester Developed Assessment: Photography II

Sculpture I	District, Regional or BOCES-developed	Eastchester Developed Assessment: Sculpture I
Sculpture II	District, Regional or BOCES-developed	Eastchester Developed Assessment: Sculpture II
Communication Design 2D	District, Regional or BOCES-developed	Eastchester Developed Assessment: Communication Design 2D
Communication Design 3D	District, Regional or BOCES-developed	Eastchester Developed Assessment: Communication Design 3D
Studio in Metals I	District, Regional or BOCES-developed	Eastchester Developed Assessment: Studio in Metals I
Studio in Metals II	District, Regional or BOCES-developed	Eastchester Developed Assessment: Studio in Metals II
Film and Video Production I	District, Regional or BOCES-developed	Eastchester Developed Assessment: Film and Video Production I
Film and Video Production II	District, Regional or BOCES-developed	Eastchester Developed Assessment: Film and video Production II
Career and Financial Management	District, Regional or BOCES-developed	Eastchester Developed Assessment: Career and Financial Management
Accounting I	District, Regional or BOCES-developed	Eastchester Developed Assessment: Accounting I
Finanacial Accounting	District, Regional or BOCES-developed	Eastchester Developed Assessment: Finanacial Accounting
Principles of Marketing	District, Regional or BOCES-developed	Eastchester Developed Assessment: Principles of Marleting
Business Law	District, Regional or BOCES-developed	Eastchester Developed Assessment: Business Law

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.

The increase or decrease in class average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. A tiered system will be used to assign HEDI scores, which takes into consideration the composition of a class and the ability levels of students in the class. HEDI points will be awarded by the increase or decrease of the class average score on the post-assessment when compared to the class average score on the pre-assessment using the attached file (titled: Section 2 Chart-Student Learning Objectives HEDI Points Assignment). In Algebra IB, both the Integrated Algebra and Common Core Algebra Regents exams will be administered to students in Common Core Algebra Courses, and the higher score will be used in accordance with NYSED policy.

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

Teachers who exhibit significant growth (well above District expectations for growth), relative to the starting point of students, will be deemed highly effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who exhibit moderate growth (results meet District expectations for growth), relative to the starting point of students, will be deemed effective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who exhibit minimal growth (results are below District expectations for growth), relative to the starting point of students, will be deemed developing. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who exhibit negligible or no growth or regression (results are well-below District expectations), relative to the starting point of students, will be deemed ineffective. The attached file, uploaded in Task 2.11, indicates the tiered system for determining effectiveness ratings based on student growth.

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/12186/590970-avH4IQNZMh/20309324-Form2_10_AllOtherCourses[1]_1_3.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/12186/590970-TXEttx9bQW/Section 2.11 Chart-Student Learning Objectives HEDI Points Assignment.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	HEDI points will be awarded by comparing the mean scaled scores for each building on the indicated assessments to the State-wide mean scaled score for the current school year. The difference in mean scaled scores will be aligned to a HEDI score from 0-15 (with a value added model) or 0-20 (with no value-added model). The attached file (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) indicates the rating system used
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	On a 15 point rubric, the difference in each school building and NYS mean scale scores for grades 3-5 or grades 6-8 are as follows. Score differences greater than or equal to: 15 points in grades 3-5 ELA and 10 points in grades 6-8 ELA will result in a highly effective rating. The differential on a 15 and 20-point rubric is included in the attached document (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) articulates the mean scale score differences and their alignment to teacher Local scores.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	On a 15 point rubric, the difference in each school building and NYS mean scale scores for grades 3-5 or grades 6-8 have score differences between: 8 and 14 points in grades 3-5 ELA and 6.5 and 9 points in grades 6-8 ELA will result in an effective rating. The differential on a 15 and 20-point rubric is included in the attached document (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) articulates the mean scale score differences and their alignment to teacher Local scores.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	On a 15 point rubric, the difference in each school building and NYS mean scale scores for grades 3-5 or grades 6-8 have score differences between: 3 and 7 points in grades 3-5 ELA and 3 and 6 points in grades 6-8 ELA will result in a developing rating. The differential on a 15 and 20-point rubric is included in the attached document (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) articulates the mean scale score differences and their alignment to teacher Local scores.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	On a 15 point rubric, the difference in each school building and NYS mean scale scores for grades 3-5 or grades 6-8 have score differences less than or equal to: 2 points in grades 3-5 ELA and 2 points in grades 6-8 ELA will result in an ineffective rating. The differential on a 15 and 20-point rubric is included in the attached document (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) articulates the mean scale score differences and their alignment to teacher Local scores.

3.2) Grades 4-8 Math

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

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

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

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

<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>HEDI points will be awarded by comparing the mean scaled scores for each building on the indicated assessments to the State-wide mean scaled score for the current school year. The difference in mean scaled scores will be aligned to a HEDI score from 0-15 (with a value added model) or 0-20 (with no value-added model). The attached file (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) indicates the rating system used</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>On a 15 point rubric, the difference in each school building and NYS mean scale scores for grades 3-5 or grades 6-8 have score differences greater than or equal to: 24 points in grades 3-5 math and 18 points in grades 6-8 math will result in a highly effective rating. The differential on a 15 and 20-point rubric is included in the attached document (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) articulates the mean scale score differences and their alignment to teacher Local scores.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>On a 15 point rubric, the difference in each school building and NYS mean scale scores for grades 3-5 or grades 6-8 have score differences between: 13 and 23 points in grades 3-5 math and 8 and 17 points in grades 6-8 math will result in an effective rating. The differential on a 15 and 20-point rubric is included in the attached document (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) articulates the mean scale score differences and their alignment to teacher Local scores.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>On a 15 point rubric, the difference in each school building and NYS mean scale scores for grades 3-5 or grades 6-8 have score differences between: 3 and 12 points in grades 3-5 math and 3 and 7 points in grades 6-8 math will result in a developing rating. The differential on a 15 and 20-point rubric is included in the attached document (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) articulates the mean scale score differences and their alignment to teacher Local scores.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>On a 15 point rubric, the difference in each school building and NYS mean scale scores for grades 3-5 or grades 6-8 have score differences less than or equal to: 2 points in grades 3-5 math and 2 points in grades 6-8 math will result in an ineffective rating. The differential on a 15 and 20-point rubric is included in the attached document (titled: Section 3.3 Chart-Local HEDI Criteria and Points Assignment for Teachers with SED Approved Growth Measure) articulates the mean scale score differences and their alignment to teacher Local scores.</p>

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Eastchester Developed ELA K Assessment
1	5) District, regional, or BOCES–developed assessments	Eastchester Developed ELA 1 Assessment

2	5) District, regional, or BOCES–developed assessments	Eastchester Developed ELA 2 Assessment
3	5) District, regional, or BOCES–developed assessments	Eastchester Developed ELA 3 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will be administered to determine if a student has met his or her achievement benchmark. If the same locally developed assessment is used; however, the local measures HEDI rating is based on student achievement and the state growth HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with 85% or more of his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Eastchester Developed Math K Assessment
1	5) District, regional, or BOCES–developed assessments	Eastchester Developed Math 1 Assessment

2	5) District, regional, or BOCES–developed assessments	Eastchester Developed Math 2 Assessment
3	5) District, regional, or BOCES–developed assessments	Eastchester Developed Math 3 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will be administered to determine if a student has met his or her achievement benchmark. If the same locally developed assessment is used; however, the local measures HEDI rating is based on student achievement and the state growth HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with 85% or more of his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Eastchester Developed Science 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Eastchester Developed Science 7 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.	Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will be administered to determine if a student has met his or her achievement benchmark. If the same locally developed assessment is used; however, the local measures HEDI rating is based on student achievement and the state growth HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with 85% or more of his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Eastchester Developed Social Studies 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Eastchester Developed Social Studies 7 Assessment
8	5) District, regional, or BOCES–developed assessments	Eastchester Developed Social Studies 8 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.

<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>Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will be administered to determine if a student has met his or her achievement benchmark. If the same locally developed assessment is used; however, the local measures HEDI rating is based on student achievement and the state growth HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.</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>A teacher with 85% or more of his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>

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	Eastchester Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES-developed assessments	Eastchester Developed Global 2 Assessment

American History	5) District, regional, or BOCES–developed assessments	Eastchester Developed American History Assessment
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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.	Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will be administered to determine if a student has met his or her achievement benchmark. If the same locally developed assessment is used; however, the local measures HEDI rating is based on student achievement and the state growth HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with 85% or more of his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).

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
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Living Environment	5) District, regional, or BOCES–developed assessments	Eastchester Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Eastchester Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Eastchester Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Eastchester 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.	Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will be administered to determine if a student has met his or her achievement benchmark. If the same locally developed assessment is used; however, the local measures HEDI rating is based on student achievement and the state growth HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with 85% or more of his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will be administered to determine if a student has met his or her achievement benchmark. If the same locally developed assessment is used; however, the local measures HEDI rating is based on student achievement and the state growth HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with 85% or more of his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).

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	Eastchester Developed ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Eastchester Developed ELA 10 Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Eastchester Developed ELA 11 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.	Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will be administered to determine if a student has met his or her achievement benchmark. If the same locally developed assessment is used; however, the local measures HEDI rating is based on student achievement and the state growth HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with 85% or more of his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).

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
Studio Art	5) District/regional/BOCES–developed	Eastchester Developed Studio Art Assessment
Drawing and Painting	5) District/regional/BOCES–developed	Eastchester Developed Drawing and Painting Assessment
Advanced Studio Art	5) District/regional/BOCES–developed	Eastchester Developed Advanced Studio Art Assessment
Global Crafts I	5) District/regional/BOCES–developed	Eastchester Developed Global Crafts I Assessment
Global Crafts II	5) District/regional/BOCES–developed	Eastchester Developed Global Crafts II Assessment
Photography I	5) District/regional/BOCES–developed	Eastchester Developed Photography I Assessment
Photography II	5) District/regional/BOCES–developed	Eastchester Developed Photography II Assessment
Sculpture I	5) District/regional/BOCES–developed	Eastchester Developed Sculpture I Assessment
Sculpture II	5) District/regional/BOCES–developed	Eastchester Developed Sculpture II Assessment
Communication Design 2D	5) District/regional/BOCES–developed	Eastchester Developed Communication Design 2D Assessment
Communication Design 3D	5) District/regional/BOCES–developed	Eastchester Developed Communication Design 3D Assessment
Studio in Metals I	5) District/regional/BOCES–developed	Eastchester Developed Studio in Metals I Assessment
Studio in Metals II	5) District/regional/BOCES–developed	Eastchester Developed Studio in Metals II Assessment
Film and Video Production I	5) District/regional/BOCES–developed	Eastchester Developed Film and Video Production I Assessment
Film and Video Production II	5) District/regional/BOCES–developed	Eastchester Developed Film and Video Production II Assessment
Career and Financial Management	5) District/regional/BOCES–developed	Eastchester Developed Career and Financial Management Assessment
Accounting I	5) District/regional/BOCES–developed	Eastchester Developed Accounting I Assessment
Financial Accounting	5) District/regional/BOCES–developed	Eastchester Developed Financial Accounting Assessment
Principles of Marketing	5) District/regional/BOCES–developed	Eastchester Developed Principles of Marketing Assessment
Business Law	5) District/regional/BOCES–developed	Eastchester Developed Business Law Assessment

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

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

<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>Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will be administered to determine if a student has met his or her achievement benchmark. If the same locally developed assessment is used; however, the local measures HEDI rating is based on student achievement and the state growth HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.</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>A teacher with 85% or more of his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>

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/12149/590971-Rp00l6pk1T/20309575-Form3_12_AllOtherCourses.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/5139/125782-y92vNseFa4/Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure.pdf>

3.14) Locally Developed Controls

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

None

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.

A score rating, from 0-15 or 0-20 as applicable, will be calculated for each of the locally selected measures for teachers with more than one locally selected measure. Those scores will then be averaged to form one composite score and HEDI rating. A weighted average will be used when combining multiple scores gained from the multiple locally selected measures so courses with higher student enrollments are proportionately weighted in the teachers score. Traditional rounding rules will apply when determining the final HEDI score; however, rounding will not cause a teacher to move HEDI rating categories.

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 Wednesday, March 05, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(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]	48
--	----

One or more observation(s) by trained independent evaluators	
--	--

Observations by trained in-school peer teachers	
---	--

Feedback from students using State-approved survey tool	
---	--

Feedback from parents/caregivers using State-approved survey tool	
---	--

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.

Teachers will receive a performance rating from 1-4 in each sub-domain of the Danielson 2011 rubric. These ratings are based on the observation process and the teacher portfolio (a collection of artifacts focused on 6 sub-domains of the Danielson rubric--1F and 4B-4F). All sub-domains, except 1F and 4B-4F (which total 48 out of 60 points) are included in the observations. Sub-domains 1F and 4B-4F (totaling 12 points out of 60) are scored using the teacher portolfio. The District, with its teachers' association, negotiated weightings for each domain and subdomain. The weighted scores for each sub-domain are then added together and a final number from

1-4, rounded to the nearest tenth, is determined. Each score is then aligned to a value between 0 and 60. Scores from the same sub-domain as a result of multiple observations will be averaged (arithmetic mean). The attached document (titled: Section 4.5 Chart-Local HEDI Criteria and Points Assignment for Other Measures of Effectiveness) clearly illustrates the weightings given to each domain and sub-domain. The final composite score will be rounded to the nearest whole number using traditional rounding rules; however, rounding will not result in movement to a different HEDI band.

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/12179/590972-eka9yMJ855/Section 4.5 Chart-Local HEDI Criteria and Points Assignment for Other Measures of Effectiveness.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teacher's demonstrate mastery of the elements addressed in the New York State Teaching standards and the Danielson 2011 Rubric. Student outcomes and behaviors demonstrate a full and clear understanding of the routines and instruction in the classroom.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher's demonstrate mastery of the elements addressed in the New York State Teaching standards and the Danielson 2011 Rubric. Student outcomes and behaviors demonstrate a partial understanding of the routines and instruction in the classroom.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher's demonstrate some evidence of mastery of the elements addressed in the New York State Teaching standards and the Danielson 2011 Rubric. Student outcomes and behaviors demonstrate a limited understanding of the routines and instruction in the classroom.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher's demonstrate minimal or little evidence of mastery of the elements addressed in the New York State Teaching standards and the Danielson 2011 Rubric. Student outcomes and behaviours demonstrate little or no understanding of the routines and instruction in the classroom.

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	2
Informal/Short	0
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

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	2
Informal/Short	0
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?

- Not Applicable
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, November 19, 2013

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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 Wednesday, March 05, 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/5265/125785-Df0w3Xx5v6/Teacher Improvememtn Plan_2.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Within fourteen (14) calendar days of the receipt of a teacher's annual evaluation or the issuance of a TIP, the teacher may request, in writing, review by the original evaluator. Appeals of the implementation fo the TIP must be filed within 14 calendar days from each

alleged failure of the District to implement a component of the plan.

2. The appeal writing shall articulate in detail the basis of the appeal to the original evaluator. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

- The substance of the annual professional performance review;
- The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
- The school district's adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and
- The school district's issuance and/or implementation of the terms of the teacher improvement plan.

3. The parties herewith acknowledge that unit members shall not be permitted to appeal for any other reason, including, but not limited to, alleged claims of bias, retaliation and/or inequitable application of the evaluation process and/or procedures.

4. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal for tenured teachers. Teachers who receive ratings of "highly effective," or "effective" shall not be permitted to appeal their rating.

5. Non-tenured teachers shall only be permitted to appeal performance ratings of "ineffective" or "developing" from the year in which tenure is to be recommended. Non-tenured teachers shall not be permitted to appeal ratings in any year prior to the year in which tenure is being recommended. Non-tenured teachers who receive a rating of "highly effective" or "effective," shall not be permitted to appeal their rating.

6. Within five (5) school days of receipt of the appeal, the original evaluator shall render a determination, in writing, to the teacher initiating the appeal respecting the appeal.

7. Within five (5) school days of the teacher's receipt of the original evaluator's determination, the teacher may request, in writing, review by the Superintendent of Schools. Failure to articulate a particular basis for the appeal in the appeal writing to the Superintendent of Schools shall be deemed a waiver of that claim and shall not be considered by the Superintendent when his determination is rendered. In all other respects said appeal shall be consistent with the requirements set forth in sub-paragraphs two (2) through five (5) above.

8. Within five (5) business days of receipt of the appeal, the Superintendent of Schools shall render a final and binding determination, in writing, to the teacher initiating the appeal respecting the appeal.

9. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum. The Superintendent shall consult with the ETA prior to rendering his determination. In the event the Superintendent is unable to consult with the ETA, her time to respond shall be extended accordingly in a timely and expeditious manner.

10. Evaluations may only be appealed once.

11. The timeframe associated with appealing a final evaluation rating also applies to appeals of a Teacher Improvement Plan.

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.

Only those who are certified school administrators in NYS will conduct evaluations of teachers.

All administrators, who will participate in the evaluation of teachers, will be fully trained and certified in the required modules (including NYS Teaching Standards and the ISLLC Leadership Standards, Evidence-based observation techniques, Application and use of the student growth and value-added growth model, Application and use of State-approved teacher/principal rubrics, Application and use of any assessment tools you intend to use (e.g., portfolios, surveys, goals), Application and use of any State-approved locally developed measures of student achievement you intend to use, Use of the Statewide Instructional Reporting System, The scoring methodology used by the department and/or your district, Specific considerations in evaluating teachers and principals of English language learners) as prescribed by NYSED. This training includes the attendance of workshops, BOCES training for lead evaluators, conferences, locally constructed professional development sessions, and the completion of online training in the Danielson (2011) rubric and observations. In sum, the training for the first year of implementation will exceed 50 hours. The Eastchester UFSD Board of Education will certify all lead evaluators upon completion of their training and fulfillment of their certification/recertification

requirements.

To ensure inter-rater reliability, the evaluators will score observations in training sessions against each other's scores and against master scores from the Teachscape Danielson Proficiency System. The district has purchased this tool to assist administrators in gaining inter-rater reliability. The same or comparable inter-reliability training will be used in subsequent years.

Recertification of lead evaluators will occur annually and be granted by the Eastchester UFSD Board of Education upon completion of the training set forth above. Professional development for each module as well as for inter-rater reliability will be available to administrators. A minimum total of 40 hours of professional development in the required modules will be provided each year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Monday, March 10, 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):

2-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 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
Kindergarten & Grade 1	District, regional, or BOCES-developed	Eastchester Developed ELA K-1 Assessment
Kindergarten & Grade 1	District, regional, or BOCES-developed	Eastchester Developed Math K-1 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.	For grades K-1, the increase or decrease in the school average from the pre-assessment to the post-assessment will be measured to determine HEDI ratings. School refers to each child in the school taking the pre-and post-assessment. A tiered system will be used to assign HEDI scores, which takes into consideration the composition of a school and the ability levels of students in the school. HEDI points will be awarded by the increase or decrease of the school average score on the post-assessment when compared to the class average score on the pre-assessment using the attached file. The superintendent and Eastchester Administrators' Association collaboratively set the targets.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals who exhibit significant growth (above District expectations for growth), relative to the starting point of their students, will be deemed highly effective. The attached file indicates the tiered system for determining effectiveness ratings based on student growth.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals who exhibit moderate growth (meet District expectations for growth), relative to the starting point of their students, will be deemed effective. The attached file indicates the tiered system for determining effectiveness ratings based on student growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals who exhibit minimal growth (below District expectations for growth), relative to the starting point of their students, will be deemed developing. The attached file indicates the tiered system for determining effectiveness ratings based on student growth.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals who exhibit negligible, no growth, or decline (well-below District expectations for growth), relative to the starting point of their students, will be deemed ineffective. The attached file indicates the tiered system for determining effectiveness ratings based on student growth.

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

assets/survey-uploads/12156/590975-lha0DogRNw/Section 7.3 Chart-Principal Student Learning Objectives HEDI Points Assignment.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, April 11, 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
2-5	(d) measures used by district for teacher evaluation	NYSED ELA and Math 3-5 Assessment
6-8	(a) achievement on State assessments	NYSED ELA and Math 6-8 Assessment
9-12	(g) % achieving specific level on Regents or alternatives	NYS Comprehensive English and Integrated Algebra and Common Core Algebra Regents Exams

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The difference between the mean scale scores for each school building and NYS for the same year will be calculated. The mean scale scores for grades 3-5 and grades 6-8 will be calculated separately and compared to the respective NYS mean scale score. The difference in mean scale scores will be aligned to a rating score from 0-15 with an SED approved value added model (or 0-20 without an SED approved value added model). For the HS Principal, the average pass rate (passing equals 65) for the NYS Comprehensive English and the higher of the Integrated Algebra and Common Core Algebra Regents Exams will be calculated and mapped to the 15 point local rubric. The HS principal will be awarded HEDI points on a 20-point scale (in addition to a 15 point scale) in the absence of a value added model. Both the Integrated Algebra and Common Core Algebra Regents assessments will be given to students in Common Core Algebra Courses--the higher of the two assessment scores will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The difference in each school building and NYS mean scale scores for grades 3-5 for the current year are well above District expectations. The Difference will be mapped to the 15 point local rubric (20 points if a value added model is used by

NYSED). The difference in the District and NYS mean scale scores for grades 6-8 are well above District expectations. The Difference will be mapped to the 15 point local rubric (20 points if no value added model is used by NYSED). A HEDI score of 14-15 points denotes a highly effective ranking. For HS, the average pass rate for a Highly Effective rating on a 15 point scale is 90 or greater. The attached document articulates the mean scale score differences and their alignment to principal local scores. The attached chart indicates the differences needed for each HEDI Rating on 15 and 20 point scales, respectively.

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

The difference in each school building and NYS mean scale scores for grades 3-5 for the current year meet District expectations. The Difference will be mapped to the 15 point local rubric (20 points in the absence of a value added model by NYSED). The difference in the District and NYS mean scale scores for grades 6-8 meet District expectations. The Difference will be mapped to the 15 point local rubric (20 points if a value added model is used by NYSED). A HEDI score of 8-13 points denotes an effective ranking. For HS, the average pass rate for an Effective rating is 78-89 on a 15 point scale. The attached document articulates the mean scale score differences and their alignment to principal local scores on 15 and 20 point scales, respectively.

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

The difference in each school building and NYS mean scale scores for grades 3-5 for the current year are below District expectations. The Difference will be mapped to the 15 point local rubric (20 points if no value added model is used by NYSED). The difference in the District and NYS mean scale scores for grades 6-8 are below District expectations. The Difference will be mapped to the 15 point local rubric (20 points if a value added model is used by NYSED). A HEDI score of 3-7 points denotes a developing ranking. For HS, the average pass rate for a Developing rating is 68-77 on a 15 point scale. The attached document articulates the mean scale score differences and their alignment to principal local scores on 15 and 20 point rubrics, respectively.

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

The difference in each school building and NYS mean scale scores for grades 3-5 for the current year are well below District expectations. The Difference will be mapped to the 15 point local rubric (20 points if no value added model is used by NYSED). The difference in the District and NYS mean scale scores for grades 6-8 are well below District expectations. The Difference will be mapped to the 15 point local rubric (20 points if a value added model is used by NYSED). A HEDI score of 0-2 points denotes an ineffective ranking. For HS, the average pass rate for an Ineffective rating is less than 68 on a 15 point scale. The attached document articulates the mean scale score differences and their alignment to principal local scores on 15 and 20 point scales, respectively.

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/12190/590976-qBFVOWF7fC/Section 8.1 Principals Chart-Local HEDI Criteria and Points Assignment for Principals with SED Approved Growth Measure_1.docx

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Student Achievement benchmarks will be set for each student, based on the results of a pre-assessment using the process outlined in the uploaded document in task 8.2. This assessment was used to measure growth in the SED component and will now be used to measure achievement. The percentage of students achieving their performance benchmark will be aligned to the principal's local score. The attached matrix illustrates the range of scores for each HEDI rating.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal with 85% or more of his/her students meeting the prescribed achievement benchmarks as indicated on the attached matrix.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal with between 75-84% of his/her students meeting the prescribed achievement benchmarks as indicated on the attached matrix.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal with between 64-74% of his/her students meeting the prescribed achievement benchmarks as indicated on the attached matrix.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal with less than 64% of his/her students meeting the prescribed achievement benchmarks as indicated on the attached matrix.

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

(No response)

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

[assets/survey-uploads/5366/125787-T8MIGWUVm1/Principals-Section 8.2 Chart-Local HEDI Criteria and Points A.pdf](#)

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.

None

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.

As appropriate, HEDI rating scores will be calculated by averaging the math and ELA subscores. Traditional rounding rules apply; however, rounding will never result in a principal moving HEDI ratings.

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 Monday, March 10, 2014

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

The District will be using the MPPR Rubric score for all principals and the score is based on all 60 points. The breakdown of points is as follows:

Highly Effective: 57-60 points

Effective: 53-56 points

Developing: 45-52 points

Ineffective: 0-44 points

Two observations (31 out of 60 points) will be conducted. Artifacts (29 out of 60 points) will be submitted to support each observation. The scores out of 31 points from both observations will be averaged and added to the artifacts scores out of 29 to determine the HEDI score, out of 60. Traditional rounding rules will apply, but will not result in a principal moving from one scoring band to the next. See attached Principal APPR Scoring Packet for specific details of the process.

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/12205/590977-pMADJ4gk6R/Principal APPR Final.doc

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

Highly Effective: Overall performance and results exceed standards.	A principal exhibiting significant growth and scoring between a 57-60, will be deemed highly effective. The superintendent (leader evaluator) will utilize observations, artifacts, reflections and data-driven goal setting processes.
Effective: Overall performance and results meet standards.	A principal exhibiting moderate growth and scoring between a 53-56, will be deemed effective. The superintendent (leader evaluator) will utilize observations, artifacts, reflections and data-driven goal setting processes.
Developing: Overall performance and results need improvement in order to meet standards.	A principal exhibiting minimal growth and scoring between a 45-52, will be deemed to be developing. The superintendent (leader evaluator) will utilize observations, artifacts, reflections and data-driven goal setting processes.
Ineffective: Overall performance and results do not meet standards.	A principal exhibiting negligible or no growth and scoring between a 0-44, will be deemed ineffective. The superintendent (leader evaluator) will utilize observations, artifacts, reflections and data-driven goal setting processes.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	53-56
Developing	45-52
Ineffective	0-44

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, November 19, 2013

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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	57-60
Effective	53-56
Developing	45-52
Ineffective	0-44

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, March 14, 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/5276/125790-Df0w3Xx5v6/Principal Improvement Plan Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Board of Education regarding the evaluation conducted by the Superintendent of Schools.

The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

A appeal of an evaluation or a PIP must be commenced within 14 (fourteen) days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. An appeal of the implementation of a PIP must be commenced within 14 days of the alleged failure of the district to implement the PIP.

The Board of Education shall respond to the appeal with written answer granting the appeal and directing further administrative action or denying the appeal. Such decision shall be made within fourteen days of the receipt of the appeal. The decision of the Board of Education so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from a list, based on order and reasonable timeframe of availability. The arbitrator will be selected within 14 days of such appeal. The arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP within 60 days of concluding his or her review. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal and administration prior to rendering a decision. The above steps and the resolution of the appeal at this level will occur in a timely and expeditious manner.

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.

There is one Lead Evaluator in the Eastchester UFSD District, the Superintendent of Schools. He is trained in the 9 elements required by Regents Rules Section 30-2.9(b), as prescribed by NYSED including training in the ISLCC Standards and the MPPR Rubric. Additional training will be provided via the New York State Council of School Superintendent's as well as other superintendent BOCES trainings, Lower Hudson Council of School Superintendent training sessions, and various reading on his own time, etc.

All training and future training will ensure inter-rater reliability and will occur on an annual basis. Training will occur for a minimum of 40 hours each school year. Training will be provided via the Council of School Superintendents' LEAF training program, SW and PNW BOCES, as well as other professional development organizations. The Eastchester Board of Education will certify the Superintendent of Schools once SED has approved the APPR. The Board will re-certify the Superintendent as the Lead Evaluator each year.

In subsequent years, any assistant or deputy superintendents who are permitted to evaluate principals will undergo the same training as the superintendent.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Tuesday, April 22, 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/12158/590980-3Uqgn5g9Iu/districtcertification_1.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

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
Business Law	<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	Eastchester Developed Assessment: Business Law
Business Communications	<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	Eastchester Developed Assessment: Business Communications
Entrepreneur	<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	Eastchester Developed Assessment: Entrepreneur
Computer Essentials	<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	Eastchester Developed Assessment: Computer Essentials

Course(s) or Subject(s)	Option	Assessment
English 9C	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: English 9C
English 9H	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: English 9H
English 10C	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: English 10C
English 10H	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: English 10H
Intro to Creative Writing	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Intro to Creative Writing

English 12	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: English 12
AP English	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: AP English
Physical Education	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Course-Specific Assessment: Physical Education
Music	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Course-Specific Assessment: Music
Technology	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Course-Specific Assessment: Technology
Health	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed 	Eastchester DEVELOPED Course-Specific Assessment:

	<ul style="list-style-type: none"> <input type="radio"/> School/BOCES-wide/group/team results based on State 	Health
Italian 1	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Italian 1
Italian 2	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Italian 2
Italian 3	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Italian 3
Italian 4	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Italian 4
Italian 5/AP	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Italian 5/AP

Spanish 1	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Spanish 1
Spanish 2	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Spanish 2
Spanish 3	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Spanish 3
Spanish 4	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Spanish 4
Spanish 5/AP	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Spanish 5/AP
French 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment 	Eastchester DEVELOPED Assessment:

	<input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	French 1
French 2	<input 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	Eastchester DEVELOPED Assessment: French 2
French 3	<input 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	Eastchester DEVELOPED Assessment: French 3
French 4/5/AP	<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	Eastchester DEVELOPED Assessment: French 4/5/AP
Latin 1	<input 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	Eastchester DEVELOPED Assessment: Latin 1
Pre-Algebra	<input 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	Eastchester DEVELOPED Assessment: Pre-Algebra

Algebra IA	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Algebra IA
Algebra IB	<ul style="list-style-type: none"> <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 Integrated Algebra and NYS Common Core Algebra Regents
Geometry Modified	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Geometry Modified
Algebra II/Trigonometry Modified	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Algebra II/Trigonometry Modified
College Algebra	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: College Algebra

Course(s) or Subject(s)	Option	Assessment
Pre-Calculus	<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	Eastchester DEVELOPED Assessment: Pre-Calculus
Pre-Calculus H	<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	Eastchester DEVELOPED Assessment: Pre-Calculus H
Calculus	<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	Eastchester DEVELOPED Assessment: Calculus
AP Calculus AB	<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	Eastchester DEVELOPED Assessment: AP Calculus AB
AP Calculus BC	<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	Eastchester DEVELOPED Assessment: AP Calculus BC

AP Statistics	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: AP Statistics
Concert Band	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Concert Band
Concert Choir	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Concert Choir
Conceptual Physics	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: Conceptual Physics
AP Chemistry	<ul style="list-style-type: none"> <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 	Eastchester DEVELOPED Assessment: AP Chemistry
AP Biology	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed 	Eastchester DEVELOPED Assessment: AP Biology

	<input type="radio"/> School/BOCES-wide/group/team results based on State	
AP Physics	<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	Eastchester DEVELOPED Assessment: AP Physics
AP Psychology	<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	Eastchester DEVELOPED Assessment: AP Psychology
Psychology	<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	Eastchester DEVELOPED Assessment: Psychology
Forensic Science	<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	Eastchester DEVELOPED Assessment: Forensic Science
AP World History	<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	Eastchester DEVELOPED Assessment: AP World History

Government and Economics	<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	Eastchester DEVELOPED Assessment: Government and Economics
Law and Consequences	<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	Eastchester DEVELOPED Assessment: Law and Consequences
Sociology	<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	Eastchester DEVELOPED Assessment: Sociology

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.	Growth, as measured by the class' average raw score, from the locally developed pre-assessment to the locally developed post-assessment will be used to determine HEDI ratings. A tiered system will be used to take into consideration the composition of a class and the ability levels of students in the class. The attached file indicates the tiered system for determining effectiveness ratings based on student growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers who exhibit significant growth, relative to the starting point of students, will be deemed highly effective. The attached file indicates the tiered system

	for determining effectiveness ratings based on student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who exhibit moderate growth, relative to the starting point of students, will be deemed highly effective. The attached file indicates the tiered system for determining effectiveness ratings based on student growth
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers who exhibit minimal growth, relative to the starting point of students, will be deemed highly effective. The attached file indicates the tiered system for determining effectiveness ratings based on student growth
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers who exhibit negligible or no growth, relative to the starting point of students, will be deemed highly effective. The attached file indicates the tiered system for determining effectiveness ratings based on student growth

**Student Learning Objectives – Target Setting (Traditional Rounding Rules To The Nearest Tenth Apply,
And The Nearest Score Point Will Be Assigned)**

Sept./Oct	May/June																				
Class Avg. on Pre-Assessment	Minimum Increase or Decrease in Class Average (out of 100%) from the Pre-Assessment to Post-Assessment. All Eastchester District-Developed assessments are out of 100 points. NYSED assessments had their raw points converted to a percentage out of 100.																				
	Highly Effective			Effective									Developing					Ineffective			
0-9	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>37	37	35,36	33,34	31,32	29,30	27,28	25,26	23,24	21,22	19,20	17,18	16	14,15	12,13	10,11	8,9	6,7	4,5	2,3	<2
10-19	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>35	35	33,34	31,32	29,30	27,28	25,26	23,24	21,22	19,20	17,18	15,16	14	12,13	10,11	8,9	6,7	4,5	2,3	1	<1
20-29	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>33	33	31,32	29,30	27,28	25,26	23,24	21,22	19,20	17,18	15,16	13,14	12	10,11	8,9	6,7	4,5	3	2	1	<1
30-39	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>31	31	29,30	27,28	25,26	23,24	21,22	19,20	17,18	15,16	13,14	11,12	10	8,9	6,7	5	4	3	2	1	<1
40-49	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>26	26	25	24	23	21,22	19,20	17,18	15,16	13,14	11,12	9,10	8	7	6	5	4	3	2	1	<1
50-59	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>24	24	23	22	21	19,20	17,18	15,16	13,14	11,12	9,10	7,8	6	5	4	3	2	1.5	1.2	1.1	<1.1
60-69	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>19	19	18	17	16	15	14	13	11,12	9,10	7,8	5,6	4	3.5	3	2.5	2	1.7	1.4	1.1	<1.1
70-79	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>15	15	14	13	12	11	10	9	8	7	5,6	3,4	2.9	2.4	2.1	1.6	1.3	1.2	1.1	1	<1
80-89	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>10	10	9	8	7	6	5	4	3	2	1	0.9	0.8	0.7	0.6	0.5	0.4	0.3	0.2	0.1	<0.1
90-94	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>4.4	4.4	4.1	4	3.5	3	2.5	2	1.5	1	.9	.8	.7	.6	.5	.4	.3	.2	.1	0	<0
95-99	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>0.9	.9	.8	.7	.6	.5	.4	.3	.2	.1	0	-.1	-.2	-.3	-.4	-.5	-.6	-.7	-.8	-.9	<-.9
100	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	0	-.1	-.2	-.3	-.4	-.5	-.6	-.7	-.8	-.9	-1	-1.1	-1.2	-1.3	-1.4	-1.5	-1.6	-1.7	-1.8	-1.9	<-1.9

Local 15%

Teachers of courses with an SED approved growth measure (IF a value added model is approved by SED). This is general teachers in grades 4-5 and Grades 6-8 math and ELA

Difference in assessment scores between each Eastchester School Building and NYS

1. The difference in mean scale scores between each Eastchester School Building and New York State on a given SED assessment will be calculated.
2. The difference in mean scale scores for the math and ELA assessments in grades 3-5 will be calculated. Grades 6-8 will use only the assessment in their content area.
3. The difference in mean scale scores will then be mapped to the 15 point Local rubric. **Traditional rounding rules to the nearest tenth will be used, and the nearest score point will be assigned.** Rounding will not result in a change in HEDI rating.

Grades 4-5 Teachers (ELA Assessment)

	HE		Effective						Developing					Ineffective		
APPR Score	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 3-5 ELA Mean Scale Scores	> or = 17	15,16	13,14	12	11	10	9	8	7	6	5	4	3	2	1	<1

Grades 4-5 Teachers (Math Assessment)

	HE		Effective						Developing					Ineffective		
APPR Score	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 3-5 Math Mean Scale Scores	> or = 25	24	23	21,22	19,20	17,18	15,16	13,14	11,12	9,10	7,8	5,6	3,4	2	1	<1

Grades 6-8 ELA Teachers

	HE		Effective						Developing					Ineffective		
APPR Score	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 6-8 ELA Mean Scale Scores	> or = 11	10	9	8.5	8	7.5	7	6.5	6	5.5	5	4	3	2	1	<1

Grades 6-8 Math Teachers

	HE		Effective						Developing					Ineffective		
APPR Score	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 6-8 Math Mean Scale Scores	> or = 19	18	16,17	14,15	12,13	10,11	9	8	7	6	5	4	3	2	1	<1

Local 20%

Teachers of courses with an SED approved growth measure (*IF NO value added measure is in place by SED*). This is general teachers in grades 4-5 and Grades 6-8 math and ELA

Difference in assessment scores between each Eastchester School Building and NYS

4. The difference in mean scale scores between each Eastchester School Building and New York State on a given SED assessment will be calculated.
5. The difference in mean scale scores for the math and ELA assessments in grades 3-5 will be calculated. Grades 6-8 will use only the assessment in their content area.
6. The difference in mean scale scores will then be mapped to the 20 point Local rubric. **Traditional rounding rules to the nearest tenth will be used, and the nearest score point will be assigned.** Rounding will not result in a change in HEDI rating.

Grades 4-5 ELA Assessment

	HE			Effective									Developing					Ineffective			
APPR Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 3-5 ELA Mean Scale Scores	> or = 17	15,16	13,14	12	11	10	9	8	7	6	5	4	3	2	1	0	-1	-2	-3	-4	<-4

Grades 4-5 Math Assessment

	HE			Effective									Developing						Ineffective		
APPR Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 3-5 Math Mean Scale Scores	> or = 25	24	23	21,22	19,20	17,18	15,16	13,14	11,12	9,10	7,8	5,6	3,4	2	1	0	-1	-2	-3	-4	<-4

Grades 6-8 ELA Assessment

	HE			Effective									Developing						Ineffective		
APPR Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 6-8 ELA Mean Scale Scores	> or = 11	10	9	8.5	8	7.5	7	6.5	6	5.5	5	4	3	2	1	0	-1	-2	-3	-4	<-4

Grades 6-8 Math Assessment

	HE			Effective									Developing						Ineffective		
APPR Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 6-8 Math Mean Scale Scores	> or = 19	18	16,17	14,15	12,13	10,11	9	8	7	6	5	4	3	2	1	0	-1	-2	-3	-4	<-4

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
English 9C	<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 	Eastchester DEVELOPED Assessment: English 9C
English 9H	<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 	Eastchester DEVELOPED Assessment: English 9H

English 10C	<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 	Eastchester DEVELOPED Assessment: English 10C
English 10H	<ul style="list-style-type: none"> 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives 	Eastchester DEVELOPED Assessment: English 10H
Intro to Creative Writing	<ul style="list-style-type: none"> 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 	Eastchester DEVELOPED Assessment: Intro to Creative Writing

	<p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
English 12	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment:</p> <p>English 12</p>
AP English	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p>	<p>Eastchester DEVELOPED Assessment:</p> <p>AP English</p>

	7) Student Learning Objectives	
Physical Education	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	Eastchester DEVELOPED Assessment: Physical Education
Music	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	Eastchester DEVELOPED Assessment: Music
Technology	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score</p>	Eastchester DEVELOPED Assessment: Technology

	<p>computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Health	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Health</p>
Italian 1	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p>	<p>Eastchester DEVELOPED Assessment: Italian 1</p>

	<p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Italian 2	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Italian 2</p>
Italian 3	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Italian 3</p>
Italian 4	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p>	<p>Eastchester DEVELOPED Assessment: Italian 4</p>

	<p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Italian 5/AP	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Italian 5/AP</p>
Spanish 1	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p>	<p>Eastchester DEVELOPED Assessment: Spanish 1</p>

	<p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Spanish 2	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Spanish 2</p>
Spanish 3	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Spanish 3</p>
Spanish 4	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p>	<p>Eastchester DEVELOPED Assessment: Spanish 4</p>

	<p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Spanish 5/AP	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	Eastchester DEVELOPED Assessment: Spanish 5/AP
French 1	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p>	Eastchester DEVELOPED Assessment: French 1

	<p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
French 2	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: French 2</p>
French 3	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: French 3</p>
French 4/5/AP	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p>	<p>Eastchester DEVELOPED Assessment: French 4/5/AP</p>

	<p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Latin 1	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Latin 1</p>
Pre-Algebra	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p>	<p>Eastchester DEVELOPED Assessment: Pre-Algebra</p>

	<p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Algebra IA	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Algebra IA</p>
Algebra IB	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Algebra IB</p>
Geometry Modified	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p>	<p>Eastchester DEVELOPED Assessment: Geometry Modified</p>

	<p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Algebra II/Trigonometry Modified	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	Eastchester DEVELOPED Assessment: Algebra II/Trigonometry Modified
College Algebra	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p>	Eastchester DEVELOPED Assessment: College Algebra

	<p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Pre-Calculus	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Pre-Calculus</p>
Pre-Calculus H	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Pre-Calculus H</p>
Calculus	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p>	<p>Eastchester DEVELOPED Assessment: Calculus</p>

	<p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
AP Calculus AB	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: AP Calculus AB</p>
AP Calculus BC	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p>	<p>Eastchester DEVELOPED Assessment: AP Calculus BC</p>

	<p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
AP Statistics	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: AP Statistics</p>
Concert Band	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Concert Band</p>
Concert Choir	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p>	<p>Eastchester DEVELOPED Assessment: Concert Choir</p>

	<p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Conceptual Physics	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	Eastchester DEVELOPED Assessment: Conceptual Physics
AP Chemistry	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p>	Eastchester DEVELOPED Assessment: AP Chemistry

	<p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
AP Biology	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: AP Biology</p>
AP Physics	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: AP Physics</p>
AP Psychology	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p>	<p>Eastchester DEVELOPED Assessment: AP Psychology</p>

	<p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Psychology	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	Eastchester DEVELOPED Assessment: Psychology
Forensic Science	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p>	Eastchester DEVELOPED Assessment: Forensic Science

	<p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
AP World History	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: AP World History</p>
Government and Economics	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Eastchester DEVELOPED Assessment: Government and Economics</p>
Law and Consequences	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p>	<p>Eastchester DEVELOPED Assessment: Law and Consequences</p>

	<p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	
Sociology	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p>X 5) District/regional/BOCES–developed</p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	Eastchester DEVELOPED Assessment: Sociology

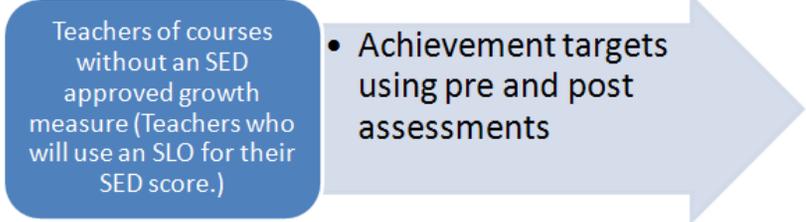
For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to 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	Student achievement benchmarks will be set for each student covered under a teacher's SLO, based on the results of the locally developed pre-assessment. A post-assessment, at the end of the school year, will
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<p>table or graphic at 3.13, below.</p>	<p>be administered to determine if a student has met his or her achievement benchmark. The same locally developed assessments will be used; however, the local HEDI rating is based on student achievement and the SED HEDI rating is based on growth. The percentage of students achieving their performance benchmark will be aligned to the teacher's Local HEDI rating. A detailed chart (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure) has been uploaded.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with more than 85% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with between 75 and 84% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with between 64 and 74% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher with less than 64% or his or her students meeting the prescribed achievement benchmarks as indicated in the uploaded file (titled: Section 3.13 Chart-Local HEDI Criteria and Points Assignment for Teachers without SED Approved Growth Measure).</p>

Local 20%



Process:

1. Each student will be assigned to an achievement performance level*, from 1-4, on the locally developed pre-assessment (September/October) and post-assessment (May/June). These are the same assessments used for the Student Learning Objectives; however, this model measures achievement while SLOs measure growth.
2. The Achievement Matrix** will be used to determine whether each student, who has taken both a pre-and post assessment, has met his or her achievement benchmark.
3. The percentage of students meeting achievement benchmark will be computed and aligned to the corresponding HEDI Rating in the chart below.***

Performance Level*
(Score Range Key)

Level	Score Range
1	0-49
2	50-74
3	75-84
4	85-100

Beginning
of Year
Assessment

Achievement Matrix**
End of Year Assessment Level

	Level 1	Level 2	Level 3	Level 4
Level 1	No	Yes	Yes	Yes
Level 2	No	No	Yes	Yes
Level 3	No	No	No	Yes
Level 4	No	No	No	Yes

HEDI Chart***	HE			Effective									Developing					Ineffective			
Effectiveness Rating	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percentage of students meeting achievement benchmark	95-100	90-94	85-89	84	83	82	81	80	79	78	77	75-76	74	72-73	70-71	68-69	66-67	64-65	62-63	60-61	<60

Rater Score Sheet-60 Point Weighting and Conversion Chart

Danielson (2011) Domains	Teacher Score 1=Ineffective 2=Developing 3=Effective 4=Highly Effective	Sub-Domain Value	Domain Value	Scaled Score For Each Sub-Domain = Teacher Score * Sub-Domain Value * Domain Value (all scores rounded to the nearest tenth using traditional rounding rules)
Domain 1			15%	
A. Knowledge of Content and Pedagogy		20%		
B. Knowledge of Students		10%		
C. Setting Instructional Outcomes		15%		
D. Knowledge of Resources		10%		
E. Designing Coherent Instruction		25%		
F. Designing Student Assessments		20%		
Domain 2			30%	
A. Respect and Rapport		25%		
B. Culture for Learning		30%		
C. Managing Classroom Procedures		15%		
D. Managing Student Behavior		15%		
E. Organizing Physical Spaces		15%		
Domain 3			30%	
A. Communicating with Students		20%		
B. Questioning/Prompts and Discussion		20%		
C. Engaging Students in Learning		20%		
D. Using Assessment in Instruction		20%		
E. Using Flexibility and Responsiveness		20%		
Domain 4			25%	
A. Reflecting on Teaching		30%		
B. Maintaining Accurate Records		20%		
C. Communicating with Families		10%		
D. Participating in a Professional Community		15%		
E. Growing and Developing Professionally		15%		
F. Showing Professionalism		10%		

Items highlighted in yellow will be assessed during formal observations; items in green will be assessed through a portfolio.

Sum of Scaled Sub-Domain Scores (out of 4) (This sum will be aligned to a value, out of 60, in the conversion chart on the next page)	
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Danielson Rubric Conversion Chart

(Traditional rounding rules apply)

Average Rubric Score	Conversion Score		Average Rubric Score	Conversion Score
1	0		2.6	57
1.1	6		2.7	57.2
1.2	12		2.8	57.4
1.3	25		2.9	57.6
1.4	37		3.0	57.8
1.5	49		3.1	58
1.6	50		3.2	58.2
1.7	50.7		3.3	58.4
1.8	51.4		3.4	58.6
1.9	52.1		3.5	58.8
2.0	52.8		3.6	59
2.1	53.5		3.7	59.3
2.2	54.2		3.8	59.5
2.3	54.9		3.9	59.8
2.4	55.6		4.0	60
2.5	56.3			

OUTCOMES

_____ 1. AREAS(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED: TIP SUCCESSFULLY RESOLVED

_____ 2. PROGRESS NOTED; CONTINUATION ON TIP (SEE EXPLANATION ON PAGE 3)

_____ 3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER ACTION TO BE DETERMINED (SEE EXPLANATION ON PAGE 3)

ADMINISTRATOR SIGNATURE: _____ DATE: _____

FACULTY SIGNATURE: _____ DATE: _____

EXPLANATORY NOTES OF THE ADMINISTRATOR, IF NECESSARY:

EXPLANATORY NOTES OF THE TEACHER, IF NECESSARY:

SED 20% – Target Setting For Principals of School in which fewer than 30% Take an SED assessment with an approved growth model

(Traditional Rounding Rules To The Nearest Tenth Apply,

And The Nearest Score Point Will Be Assigned)

September/October School Average on Pre-Assessment				May/June Minimum Increase or Decrease in School Average from Pre-Assessment to Post-Assessment																	
Highly Effective				Effective									Developing					Ineffective			
0-9	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>37	37	35,36	33,34	31,32	29,30	27,28	25,26	23,24	21,22	19,20	17,18	16	14,15	12,13	10,11	8,9	6,7	4,5	2,3	<2
10-19	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>35	35	33,34	31,32	29,30	27,28	25,26	23,24	21,22	19,20	17,18	15,16	14	12,13	10,11	8,9	6,7	4,5	2,3	1	<1
20-29	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>33	33	31,32	29,30	27,28	25,26	23,24	21,22	19,20	17,18	15,16	13,14	12	10,11	8,9	6,7	4,5	3	2	1	<1
30-39	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>31	31	29,30	27,28	25,26	23,24	21,22	19,20	17,18	15,16	13,14	11,12	10	8,9	6,7	5	4	3	2	1	<1
40-49	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>26	26	25	24	23	21,22	19,20	17,18	15,16	13,14	11,12	9,10	8	7	6	5	4	3	2	1	<1
50-59	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>24	24	23	22	21	19,20	17,18	15,16	13,14	11,12	9,10	7,8	6	5	4	3	2	1.5	1.2	1.1	<1.1
60-69	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>19	19	18	17	16	15	14	13	11,12	9,10	7,8	5,6	4	3.5	3	2.5	2	1.7	1.4	1.1	<1.1
70-79	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>15	15	14	13	12	11	10	9	8	7	5,6	3,4	2.9	2.4	2.1	1.6	1.3	1.2	1.1	1	<1
80-89	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>10	10	9	8	7	6	5	4	3	2	1	0.9	0.8	0.7	0.6	0.5	0.4	0.3	0.2	0.1	<0.1
90-94	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>4.4	4.4	4.1	4	3.5	3	2.5	2	1.5	1	.9	.8	.7	.6	.5	.4	.3	.2	.1	0	<0
95-99	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>0.9	.9	.8	.7	.6	.5	.4	.3	.2	.1	0	-.1	-.2	-.3	-.4	-.5	-.6	-.7	-.8	-.9	<-.9
100	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	0	-.1	-.2	-.3	-.4	-.5	-.6	-.7	-.8	-.9	-1	-1.1	-1.2	-1.3	-1.4	-1.5	-1.6	-1.7	-1.8	-1.9	<-1.9

Local 15%

Principals of schools with an SED approved value added measure. This includes principals with more than 30% of students taking an SED assessment

Difference in assessment scores between each Eastchester school building and NYS

1. The difference in mean scale scores between each Eastchester School Building and New York State on a given SED assessment will be calculated.
2. The difference in mean scale scores for the math and ELA assessments in grades 3-5 will be calculated. Grades 6-8 will use only the assessment in their content area.
3. The difference in mean scale scores will then be mapped to the 15 point Local rubric. **Traditional rounding rules to the nearest tenth will be used, and the nearest score point will be assigned.** Rounding will not result in a different HEDI rating.

Grades 4-5 ELA Assessment

	HE		Effective						Developing					Ineffective		
APPR Score	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 3-5 ELA Mean Scale Scores	≥17	15,16	13,14	12	11	10	9	8	7	6	5	4	3	2	1	<1

Grades 4-5 Math Assessment

	HE		Effective						Developing					Ineffective		
APPR Score	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 3-5 Math Mean Scale Scores	≥25	24	23	21,22	19,20	17,18	15,16	13,14	11,12	9,10	7,8	5,6	3,4	2	1	<1

Grades 6-8 ELA Assessment

	HE		Effective						Developing					Ineffective		
APPR Score	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 6-8 ELA Mean Scale Scores	≥11	10	9	8.5	8	7.5	7	6.5	6	5.5	5	4	3	2	1	<1

Grades 6-8 Math Assessment

	HE		Effective						Developing					Ineffective		
APPR Score	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 6-8 Math Mean Scale Scores	≥19	18	16,17	14,15	12,13	10,11	9	8	7	6	5	4	3	2	1	<1

High school (grades 9-12)

1. The average pass rate (greater than or equal to 65) for the NYS Comprehensive English and the higher of the Integrated Algebra and Common Core Algebra Regents exams will be calculated. The pass rates for the two exams will be averaged.
2. The average pass rates will then be mapped to the 15 point Local rubric. **Traditional rounding rules will be used.**

High School NYS Comprehensive English and higher of Integrated Algebra or Common Core Algebra Regents Average Pass Rate

	HE		Effective						Developing					Ineffective		
APPR Score	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percent of students passing	>90	90	89,88	87,86	85,84	83,82	81,80	79,78	77,76	75,74	73,72	71,70	69,68	67,66	65,64	< 64

Local 20%

Principals of schools with an SED approved growth measure (NO VALUE ADDED MEASURE). This includes principals with more than 30% of students taking an SED assessment

Difference in assessment scores between each Eastchester school building and NYS

1. The difference in mean scale scores between each Eastchester School Building and New York State on a given SED assessment will be calculated.
2. The difference in mean scale scores for the math and ELA assessments in grades 3-5 will be calculated. Grades 6-8 will use only the assessment in their content area.
3. The difference in mean scale scores will then be mapped to the 20 point Local rubric. **Traditional rounding rules to the nearest tenth will be used, and the nearest score point will be assigned.**

Grades 4-5 ELA Assessment

	HE			Effective									Developing					Ineffective			
APPR Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 3-5 ELA Mean Scale Scores	> or = 17	15,16	13,14	12	11	10	9	8	7	6	5	4	3	2	1	0	-1	-2	-3	-4	<-4

Grades 4-5 Math Assessment

	HE			Effective									Developing					Ineffective			
APPR Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 3-5 Math Mean Scale Scores	> or = 25	24	23	21,22	19,20	17,18	15,16	13,14	11,12	9,10	7,8	5,6	3,4	2	1	0	-1	-2	-3	-4	<-4

Grades 6-8 ELA Assessment

	HE			Effective									Developing					Ineffective			
APPR Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 6-8 ELA Mean Scale Scores	> or = 11	10	9	8.5	8	7.5	7	6.5	6	5.5	5	4	3	2	1	0	-1	-2	-3	-4	<-4

Grades 6-8 Math Assessment

	HE			Effective									Developing					Ineffective			
APPR Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Difference in Grades 6-8 Math Mean Scale Scores	> or = 19	18	16,17	14,15	12,13	10,11	9	8	7	6	5	4	3	2	1	0	-1	-2	-3	-4	<-4

High School NYS Comprehensive English and higher of Integrated Algebra or Common Core Algebra Regents Average Pass Rate

	HE			Effective									Developing						Ineffective		
APPR Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percent of students passing	>90	90	89,88	87,86	85,84	83,82	81,80	79,78	77,76	75,74	73,72	71,70	69,68	67,66	65,64	63	62	61	60	59	<59

Local 20%

Principals of schools without an approved SED growth model (fewer than 30% of students taking an SED assessment with an approved growth model)

Achievement targets using locally developed pre and post assessments. These are the same assessments used for the SED portion; however, the local portion is measuring achievement and the SED portion is measuring growth.

Process:

1. Each student will be assigned to an achievement performance level*, from 1-4, on the locally developed pre-assessment (September/October) and post-assessment (May/June). These are the same assessments used for the Student Learning Objectives; however, this model measures achievement while SLOs measure growth.
2. The Achievement Matrix** will be used to determine whether each student, who has taken both a pre-and post assessment, has met his or her achievement benchmark.
3. The percentage of students meeting achievement benchmark will be computed and aligned to the corresponding HEDI Rating in the chart below.***

Performance Level*

(Score Range Key)

Level	Score Range
1	0-49
2	50-74
3	75-84
4	85-100

Achievement Matrix**

End of Year Assessment Level

Beginning
of Year
Assessment

	Level 1	Level 2	Level 3	Level 4
Level 1	No	Yes	Yes	Yes
Level 2	No	No	Yes	Yes
Level 3	No	No	No	Yes
Level 4	No	No	No	Yes

HEDI Chart***	HE			Effective									Developing					Ineffective			
Effectiveness Rating	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percentage of students meeting achievement benchmark	95-100	90-94	85-89	84	83	82	81	80	79	78	77	75-76	74	72-73	70-71	68-69	66-67	64-65	62-63	60-61	<60



Administrator:

Building:

Superintendent:

School Year:

Administrator is: Tenured

Non-tenured

Initial Meeting Date:

Mid-Year Meeting Date:

Final Meeting Date:

PART I: GOAL DEVELOPMENT

- ❖ *Goal #1- shall address quantifiable improvement in student achievement through the use of data collection & analysis*
- ❖ *Goal #2 - shall address the administrator's leadership and commitment to his/her professional growth*

Goal #1

Goal #2



PART II: OBSERVATION #1

DOMAIN 1 – SHARED VISION OF LEARNING

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

8

7.6

6.4

0

Evidence/Comments

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM

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

9

8.6

7.2

0

Evidence/Comments

DOMAIN 3 – SAFE, EFFICIENT, and EFFECTIVE LEARNING ENVIRONMENT

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

6

5.7

4.8

0

Evidence/Comments



DOMAIN 4 – COMMUNITY

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

5 4.8 4 0

Evidence/Comments

DOMAIN 5 – INTEGRITY, FAIRNESS, and ETHICS

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

2 1.9 1.6 0

Evidence/Comments

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

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

1 0.95 0.8 0

Evidence/Comments

PART II TOTAL SCORE: ___ ___/31 pts



PART III: OBSERVATION #2

DOMAIN 1 – SHARED VISION OF LEARNING

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

8

7.6

6.4

0

Evidence/Comments

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM

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

9

8.6

7.2

0

Evidence/Comments

DOMAIN 3 – SAFE, EFFICIENT, and EFFECTIVE LEARNING ENVIRONMENT

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

6

5.7

4.8

0

Evidence/Comments



DOMAIN 4 – COMMUNITY

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

5 4.8 4 0

Evidence/Comments

DOMAIN 5 – INTEGRITY, FAIRNESS, and ETHICS

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

2 1.9 1.6 0

Evidence/Comments

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

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

1 0.95 0.8 0

Evidence/Comments

PART III TOTAL SCORE: ___ ___/31 pts



PART IV: ARTIFACTS & REFLECTIONS

DOMAIN 1 – SHARED VISION OF LEARNING

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

- ❖ *Collaboratively develops and implements a shared vision and mission for learning*
- ❖ *Explicitly links the schools vision to programs and policies*
- ❖ *Promotes continuous and sustainable improvement*

Evidence/Artifacts Submitted by Administrator

Self-Evaluation Submitted by Administrator

Evaluation/Comments Submitted by Supervisor

Artifact #1:

3 2.5 1.5 0

Artifact #2:

3 2.5 1.5 0

Reflection:

2 1.5 1 0

Domain 1 Total Points: ___ ___



DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM

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

- ❖ *Develops a culture of collaboration, trust, learning and high expectations by encouraging staff to work together on key projects (i.e. induction processes, program design, integrated curriculum, or other individual or organizational projects)*
- ❖ *Engages teachers in designing and revising a curricular program that integrates basic and higher levels of thinking*
- ❖ *Creates a personalized and motivating learning environment for students*
- ❖ *Supervises instruction*
- ❖ *Develops assessment and accountability systems to monitor student progress*
- ❖ *Develops the instructional and leadership capacity of staff*
- ❖ *Maximizes time spent on quality instruction*
- ❖ *Promotes the use of effective and appropriate technologies to support teaching and learning*
- ❖ *Monitors and evaluates the impact of the instructional program using data*

Evidence/Artifacts Submitted by Administrator

Self-Evaluation Submitted by Administrator

Evaluation/Comments Submitted by Supervisor

Artifact #1:

3
 2.5
 1.5
 0

Artifact #2:

3
 2.5
 1.5
 0

Reflection:

2
 1.5
 1
 0

Domain 2 Total Points: ___ ___



DOMAIN 3 – SAFE, EFFICIENT, and EFFECTIVE LEARNING ENVIRONMENT

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

- ❖ *Monitors, evaluates and revises the management and operational systems*
- ❖ *Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources*
- ❖ *Promotes and protects the welfare and safety of students and staff*
- ❖ *Develops the capacity for distributed leadership*
- ❖ *Ensures teacher and organizational time is focused to support quality instruction and student learning*

Evidence/Artifacts Submitted by Administrator

Self-Evaluation Submitted by Administrator

Evaluation/Comments Submitted by Supervisor

Artifact #1 :

2 1.5 1 0

Artifact#2:

2 1.5 1 0

Reflection:

2 1.5 1 0

Domain 3 Total Points: ___ ___



DOMAIN 4 – COMMUNITY

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

- ❖ *Collects and analyzes data and information pertinent to the educational environment*
- ❖ *Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources*
- ❖ *Builds and sustains positive relationships with families, caregivers, and community partners*

Evidence/Artifacts Submitted by Administrator

Self-Evaluation Submitted by Administrator

Evaluation/Comments Submitted by Supervisor

Artifact #1 :

1 .75 .5 0

Artifact #2:

1 .75 .5 0

Reflection:

2 1.5 1 0

Domain 4 Total Points: ___ ___



DOMAIN 5 – INTEGRITY, FAIRNESS, and ETHICS

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

- ❖ *Ensures a system of accountability for every student's academic and social success*
- ❖ *Considers and evaluates the potential moral and legal consequences for decision making*
- ❖ *Models principles of self-awareness, reflective practice, transparency, and ethical behavior*
- ❖ *Safeguards the values of democracy, equity, and diversity*
- ❖ *Promotes social justice and ensures that individual student needs inform all aspects of schooling*

Evidence/Artifacts Submitted by Administrator

Self-Evaluation Submitted by Administrator

Evaluation/Comments Submitted by Supervisor

Artifact #1 :

1 **.75** **.5** **0**

Reflection :

1 **.75** **.5** **0**

Domain 5 Total Points:



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

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- ❖ *Advocates for children, families, and caregivers*
- ❖ *Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies*
- ❖ *Acts to influence local, district, state, and national decisions affecting student learning*

Evidence/Artifacts Submitted by Administrator

Self-Evaluation Submitted by Administrator

Evaluation/Comments Submitted by Supervisor

Reflection:

1

.75

.5

0

Domain 6 Total Points: __ __

PART IV TOTAL SCORE: __ __/29 pts



PART V: SCORE SUMMARY

- ❖ State Growth Score _____ /20 or 25 pts
- ❖ Local Measure Score _____ /15 or 20 pts
- ❖ Goal Development and Observations _____ /31 pts
 - Observation #1 _____
 - Observation #2 _____
- ❖ Artifacts and Reflections _____ /29 pts
- ❖ TOTAL OVERALL COMPOSITE EFFECTIVENESS SCORE _____ /100 pts

PERFORMANCE LEVEL	STATE GROWTH MEASURE		LOCAL MEASURE		OTHER 60 POINTS	OVERALL COMPOSITE SCORE
	Value-Added	Non Value-Added	Value-Added	Non Value-Added		
INEFFECTIVE	0-2	0-2	0-2	0-2	0-44	0-64
DEVELOPING	3-9	3-8	3-7	3-8	45-52	65-74
EFFECTIVE	10-21	9-17	8-13	9-17	53-56	75-90
HIGHLY EFFECTIVE	22-25	18-20	14-15	18-20	57-60	91-100

OVERALL ADMINISTRATOR'S RATING:

- Highly Effective**
 Effective
 Developing
 Ineffective

Administrator's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

Signature of Principal does not indicate approval or disapproval, merely that the evaluation has been discussed.



POSSIBLE ARTIFACTS/EVIDENCE

The following is a list of mutually agreed upon documents to be used throughout the evaluation process, including but not limited to, the creation of a portfolio and supporting evidence:

DOMAIN 1 – SHARED VISION OF LEARNING

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

- ❖ Building goals
- ❖ School Improvement Plan
- ❖ Grade level goals
- ❖ Conference day programs
- ❖ Staff development plan
- ❖ Staff development calendar
- ❖ Staff development agendas and products
- ❖ Faculty meeting agendas
- ❖ Staff memos
- ❖ Parent Letters
- ❖ Administrative council meetings agendas
- ❖ Department, grade level and/or team meetings agendas
- ❖ Scheduled collaboration and common planning time
- ❖ Mission/vision statement posters
- ❖ Instructional data compiled for staff
- ❖ Board presentations
- ❖ Advisory committee meeting agendas
- ❖ End-of-year report
- ❖ School newsletter
- ❖ Parent and student communications
- ❖ School website
- ❖ Strategic plan
- ❖ Monthly reports
- ❖ School report card
- ❖ Parent meeting agendas
- ❖ Building wide discipline plan
- ❖ Interscholastic academic eligibility policy
- ❖ Character education programs
- ❖ Guidance plan
- ❖ Student recognition programs
- ❖ Building tours
- ❖ Student orientation assemblies and lessons
- ❖ New entrant orientation program



DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM

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

- ❖ Recruiting, hiring and retaining quality staff
- ❖ New teacher orientation and induction programs
- ❖ Staff development plan
- ❖ Staff development calendar
- ❖ Staff mentors programs
- ❖ Administrative orientation and induction programs
- ❖ New administrator mentor programs
- ❖ Staff recognition programs
- ❖ Teacher and administrator observations and evaluations
- ❖ Teacher observation schedule
- ❖ Tenure recommendations
- ❖ Recommendations for continued employment
- ❖ Supervision of teacher APPR plans
- ❖ Observation and evaluation of non certified staff (clerical, security, food service, teaching assistants, cafeteria aides, hall monitors, individual aides, etc.)
- ❖ Child study team meetings
- ❖ Motivational assemblies, speakers and programs
- ❖ Planning and development plan and calendar
- ❖ Professional development program agendas and products
- ❖ Staff development plan and calendar
- ❖ Demonstration plans and lessons
- ❖ Provide teachers with opportunities to observe best practices
- ❖ Walk-through observation schedules
- ❖ Administrative council meeting agendas
- ❖ Faculty meeting agendas
- ❖ School climate surveys
- ❖ Administrative journal
- ❖ Administrative calendar
- ❖ Attend local, state and/or national professional conferences
- ❖ Professional reading library for staff
- ❖ Supportive notes from staff or community
- ❖ Student recognition of academics and athletics
- ❖ Art & music awards programs and competitions
- ❖ Honor society
- ❖ Student faculty communication committee
- ❖ Guidance plan and program
- ❖ Identification and placement of ELL and Students with Disabilities
- ❖ Annual review of Students with Disabilities
- ❖ Child Study Teams
- ❖ Student agenda book
- ❖ Registration procedures
- ❖ Character education programs
- ❖ Records management procedures
- ❖ College application process
- ❖ Class rankings
- ❖ Honor roll
- ❖ Commencement exercise
- ❖ Student activities (homecoming, prom, dinners, dances, field trips, etc.)
- ❖ Interscholastic athletic programs
- ❖ Intramural athletic programs
- ❖ Extended day programs
- ❖ GED programs
- ❖ School newspaper
- ❖ Yearbooks
- ❖ Literary magazine
- ❖ Student media center



❖ School television and radio

❖ Student mentor program

DOMAIN 3 – SAFE, EFFICIENT, and EFFECTIVE LEARNING ENVIRONMENT

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

- ❖ Master schedule
- ❖ Duty rosters
- ❖ Class rosters
- ❖ Staff memos
- ❖ Assessment preparation and planning
- ❖ Proctor schedules
- ❖ Administration, scoring and reporting of state assessments; Regents examinations, mid-term examinations, ACT SAT, IB, AP and NYSESLAT
- ❖ Analyses of data and application to instruction
- ❖ Transportation schedule and roster
- ❖ Class size reports
- ❖ Staffing projections
- ❖ Calendar planning
- ❖ Budget development (equipment, supplies, technology, textbooks, shares services, etc.)
- ❖ BEDS report
- ❖ VADIR report
- ❖ AIS programs
- ❖ Substitute coverage
- ❖ Cabinet meetings
- ❖ Administrative council meeting agendas
- ❖ General faculty and staff meetings agendas
- ❖ Department meeting agendas
- ❖ Grade level meeting agendas
- ❖ Team meeting agendas
- ❖ Faculty meeting agendas
- ❖ Monthly reports
- ❖ End-of-year report
- ❖ Building expectations / rules communicated and posted
- ❖ School safety and emergency plan
- ❖ Crisis management team meetings
- ❖ Phone log and email
- ❖ Fire inspection report and insurance audit
- ❖ School security plan
- ❖ School safety committee
- ❖ School attendance policy
- ❖ Staff memos
- ❖ Plant management walk through
- ❖ Student orientation documents
- ❖ Regular meetings with maintenance staff
- ❖ Safety survey data
- ❖ Teacher handbook
- ❖ Substitute handbook
- ❖ Student agenda book
- ❖ New teacher orientation and induction program
- ❖ Teacher/administrator mentor program
- ❖ District Code of Conduct
- ❖ 3214 Due Process procedures
- ❖ Student disciplinary hearings
- ❖ Suspension reports
- ❖ Immunizations report
- ❖ School health report
- ❖ Infection prevention, letters, email, telephone
- ❖ Parent portal communication
- ❖ School report cards
- ❖ Open school nights



- ❖ Meet the teacher nights
- ❖ Parent teacher conference days
- ❖ Progress reports
- ❖ Report cards
- ❖ Bi-lingual communication
- ❖ Emergency telephone system
- ❖ Emergency website information

DOMAIN 4 – COMMUNITY

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

- ❖ Parent advisory committee agendas
- ❖ PTSA and/or PTA meeting agendas and programs
- ❖ Sports booster club meeting agendas and programs
- ❖ Band parent organization meeting agendas and programs
- ❖ Shared decision making team meetings and products
- ❖ Collaboration with higher education
- ❖ Career day programs
- ❖ Parent volunteer recognition program
- ❖ Teaming with the Cooperative Extension, YMCA, Key Club, Kiwanis, Rotary, Lions, etc.
- ❖ Boy Scout and Girl Scout programs and recognition
- ❖ Fire department
- ❖ Family night programs
- ❖ Class parent and support programs
- ❖ Social worker outreach programs
- ❖ School health services
- ❖ Mental health resource connections
- ❖ Drug abuse prevention programs
- ❖ School health fairs
- ❖ School newsletter articles
- ❖ School website information
- ❖ Hispanic History Month
- ❖ Black History Month
- ❖ Women’s History Month
- ❖ Veterans History Month
- ❖ September 11th Heroes Day
- ❖ President’s day
- ❖ Thanksgiving and other culturally relevant civic celebrations
- ❖ Recognition and celebration of important cultural events of all stakeholders

DOMAIN 5 – INTEGRITY, FAIRNESS, and ETHICS

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

- ❖ Adherence to school conduct and discipline policy
- ❖ Attendance policy
- ❖ Student handbook policy and procedures
- ❖ Teacher handbook policy and procedures
- ❖ Interscholastic academic eligibility policy
- ❖ Child abuse and maltreatment prevention
- ❖ Bullying prevention programs
- ❖ Suicide prevention programs



- ❖ Sexual harassment prevention and reporting programs
- ❖ Timely notification of sex offenders
- ❖ Student recognition programs
- ❖ Character education recognition
- ❖ Academic awards
- ❖ Athletic Awards
- ❖ Programs promoting tolerance and acceptance of all
- ❖ Character education assemblies and ongoing motivational programs
- ❖ Recognition and celebration of diversity
- ❖ Balanced team and/or class construction
- ❖ Multi-lingual school to parent communications
- ❖ Recognition and celebration of important cultural events of all stakeholders
- ❖ Public recognition of diversity in newsletters and websites
- ❖ Adherence to broad education policies

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

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- ❖ Guide staff disaggregating data
- ❖ Log community resources
- ❖ Work with local civic organizations
- ❖ District curriculum committee
- ❖ Staff development surveys
- ❖ Community and student surveys
- ❖ Demographic and academic data collection and review
- ❖ Superintendent's administrative council
- ❖ Ad hoc committee participation
- ❖ Implement new Commissioner's regulations and guidelines
- ❖ Attend district budget planning session



EASTCHESTER UNION FREE SCHOOL DISTRICT

Annual Professional Performance Review

Principal Improvement Plan

Principal Improvement Plan

TARGETED GOALS: Identify targeted goal(s) in each of the areas below:

- Student Growth and/or Engagement
- Supervision of Staff
- Fiscal Management
- Community Relations

EXPECTED OUTCOMES: List specific expectations related to the targeted goals identified above.

RECOMMENDED ACTIVITIES: List the specific activities related to targeted goals identified above.

RECOMMENDED RESOURCES: List the specific materials, people, and workshops to be utilized to support the PIP. Identify the instrument or rubrics that will be used to monitor progress. Provide any online professional development workshops that will be utilized to increase learnings.

EVIDENCE OF ACHIEVEMENT: Identify how progress will be measured and assessed. Specify next steps to be taken based upon progress or lack thereof.

TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES: Identify dates for school visitations consistent with the APPR Plan. Identify dates for progress meetings with the Superintendent related to each identified target goals.

Superintendent of Schools

Principal

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:

Walter R. Morantz 4-18-14

Teachers Union President Signature: Date:

John O'Hara 4-18-14

Administrative Union President Signature: Date:

Theresa Sullivan 4.18.14

Board of Education President Signature: Date:

[Signature] 4/18/14