



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

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Acting Commissioner of Education  
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June 12, 2015

**Revised**

Mark A. Nocero, Superintendent  
Eastport-South Manor Central School District  
149 Dayton Avenue  
Manorville, NY 11949

Dear Superintendent Nocero:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: Dean T. Lucera

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, July 28, 2014

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 580912060000

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

580912060000

#### 1.2) School District Name: EASTPORT-SOUTH MANOR CSD

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

EASTPORT-SOUTH MANOR CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 05/01/2015

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

### Page 1

#### **STATE-PROVIDED MEASURES OF STUDENT GROWTH**

##### **(25 points with an approved value-added measure)**

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

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

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

#### **2.1) Assurances**

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSweb
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSweb
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSweb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with their principals will establish baseline data and set individual growth targets. Principals will have final approval of all growth targets. The SLOs for K-3 ELA will utilize AIMSWEB. For grade 3, AIMSWEB assessment will be used as a pretest, and individual growth targets will be set for the 3rd Grade State Assessment. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine individual growth. The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 92% or greater of his/her students meet the growth target. See CHART A2 at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 35% to 91% of his/her students meet the growth target. See CHART A2 at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 5% to 34% of his/her students meet the growth target. See CHART A2 at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 4% of his/her students meet the growth target. See CHART A2 at 2.11.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with their principals will establish baseline data and set individual growth targets. Principals will have final approval of all growth targets. The SLOs for K-3 Math will utilize AIMSWEB. For grade 3, AIMSWEB will be used as a pretest, and targets will be set for the 3rd Grade State Assessment. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine individual growth. The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 92% or greater of his/her students meet the growth target. See CHART A2 at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 35% to 91% of his/her students meet the growth target. See CHART A2 at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 5% to 34% of his/her students meet the growth target. See CHART A2 at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 4% of his/her students meet the growth target. See CHART A2 at 2.11.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	Eastport-South Manor District-Developed Grade 7 Science 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.	Teachers with their principals will establish baseline data and set individual growth targets. Principals will have final approval of all growth targets. The SLOs for Grade 7 Science will utilize the respective Eastport-South Manor Developed Science Assessment. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set based on the pretest of the students assigned to the teacher. The District currently only administers the Living Environment Regents in 8th grade. In the event that the district offers the 8th Grade State Assessment in the future, we will follow the same pre- and post-assessment procedures as grade 7. Th pretest will be the baseline and will be compared to the final assessment score to determine individual growth. The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 2.11.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	N/A
7	District, regional or BOCES-developed assessment	Eastport-South Manor District-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Eastport-South Manor District-Developed Grade 8 Social Studies 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.	Teachers with their principals will establish baseline data and set individual growth targets. Principals will have final approval of all growth targets. The same assessments will be used across all classrooms in the same grade level. The SLOs for grades 7 and 8 Social Studies will be rigorous and comparable. Individual growth targets will be set for grades 7 and 8 Social Studies based on the pretest of the students assigned to the teacher. This pretest will be the baseline and will be compared to the final assessment score to determine individual growth. The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 2.11.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Eastport-South Manor District-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.	Teachers with their principals will establish baseline data and set individual growth targets. Principals will have final approval of all growth targets. The SLOs for high school Social Studies NYS Regents Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual growth targets will be set based on the pretest performance of the students assigned to the teacher. This pretest will be the baseline and will be compared to the NYS Regents assessment score for Global 2 and American History or the District Developed Assessment for Global 1 score to determine individual growth. The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 2.11.

## 2.7) High School Science Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with their principals will establish baseline data and set individual growth targets. Principals will have final approval of all growth targets. The SLOs for high school NYS Regents Science Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual growth targets will be set based on the pretest of the students assigned to the teacher. This pretest will be the baseline and will be compared to the NYS Regents assessment score to determine individual growth. The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 2.11.

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with their principals will establish baseline data and set individual growth targets. Principals will have final approval of all growth targets. The SLOs for high school NYS Regents Math Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual growth targets will be set based on the pretest of the students assigned to the teacher. This pretest will be the baseline and will be compared to the NYS Regents assessment score to determine individual growth. Eighth grade students are enrolled in Common Core Algebra and will be administered NYS Common Core Algebra Regents. For Algebra 1 and Geometry students in Common Core courses will take both versions of the Regents so long as allowed by SED. The higher of the two scores will be used for APPR. The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 2.11.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Eastport-South Manor ELA District-Developed Grade 9 Final Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Eastport-South Manor ELA District-Developed Grade 10 Final Assessment
Grade 11 ELA	Regents assessment	NYS Common Core ELA Regents Assessment AND NYS Comprehensive ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with their principals will establish baseline data and set growth individual growth targets. Principals will have final approval of all growth targets. The SLOs for high school English Language Arts Courses will be rigorous and comparable. The Eastport-South Manor District Developed ELA Final Examinations will be used for grades 9 and 10. The NYS Common Core ELA Regents Assessment in addition to the NYS Comprehensive ELA Regents will be used for grade 11. The District will be using the higher of the two scores for APPR purposes for teachers of Grade 11 ELA. The same assessment will be used across all classrooms in the same course. Individual growth targets will be set based on pretest of the students assigned to the teacher. This pretest will be the baseline and will be compared to the final assessment score to determine individual growth. The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 2.11.

## 2.10) All Other Courses

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

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

	Course(s) or Subject(s)	Option	Assessment
	All other secondary math courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course/Grade Specific Math Final Assessment
	All other secondary Science Courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course/Grade Specific Science Assessment
	All other Secondary Social Studies Courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course/Grade Specific Social Studies Assessment
	All other Secondary ELA Courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course/Grade Specific ELA Assessment
	All Technology Courses 7-8	School/BOCES-wide/group/team results based on State	NYS Common Core ELA Regents or Comprehensive ELA Regents
	All Business Courses 7-12	School/BOCES-wide/group/team results based on State	NYS Common Core ELA Regents or Comprehensive ELA Regents

	All Art Courses 7-12	School/BOCES-wide/group/team results based on State	NYS Common Core ELA Regents or Comprehensive ELA Regents
	All Music Courses 7-12	School/BOCES-wide/group/team results based on State	NYS Common Core ELA Regents or Comprehensive ELA Regents
	All Phys. Ed. 7-12	School/BOCES-wide/group/team results based on State	NYS Common Core ELA Regents or Comprehensive ELA Regents
	All World Languages	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Subject-Specific Assessment
	Home and Careers Courses 7-12	School/BOCES-wide/group/team results based on State	NYS Common Core ELA Regents or Comprehensive ELA Regents
	Library Science 7-12	School/BOCES-wide/group/team results based on State	NYS Common Core ELA Regents or Comprehensive ELA Regents
	ESL K-12	State Assessment	NYSESLAT
	all other secondary teachers not named above	School/BOCES-wide/group/team results based on State	NYS Common Core ELA Regents or Comprehensive ELA Regents
	All AP Courses	District, Regional or BOCES-developed	Eastport-South Manor District-Developed Course Specific AP Assessment
	HS Health	School/BOCES-wide/group/team results based on State	NYS Common Core ELA Regents or Comprehensive ELA Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers with their principals will establish baseline data and set individual growth targets. Principals will have final approval of all growth targets. The SLOs for the courses listed in 2.10 will be rigorous and comparable. The same assessment will be used across all classrooms in the same course and grade. Individual growth targets will be set based on the pretest of the students assigned to the teacher. This pretest will be the baseline and will be compared to the assessment/final examination score to determine individual growth. The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. CHART B is shown in 2.11. Teachers can achieve all scale points from 0 to 20. The NYS Common Core ELA Regents Assessment in addition to the NYS Comprehensive ELA Regents will be used for grade 11. The District will be using the higher of the two scores for APPR purposes for teachers of Grade 11 ELA.</p> <p>Where schoolwide measures are listed, those teachers will use the schoolwide results of the listed assessments.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See CHART B at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See CHART B at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See CHART B at 2.11.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See CHART B at 2.11.
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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. \(MS Word\)](#)

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/575304-avH4IQNZMh/Form2\\_10\\_AllOtherCourses%205%201%202015.doc](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/575304-avH4IQNZMh/Form2_10_AllOtherCourses%205%201%202015.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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/575304-TXEttx9bQW/REVISED%20Scale%20Charts%20State%2020%20Feb%2028\\_LXhfm1n.docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/575304-TXEttx9bQW/REVISED%20Scale%20Charts%20State%2020%20Feb%2028_LXhfm1n.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 controls being used.

**2.13) Teachers with more than one growth measure**

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

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

**2.14) Assurances**

Please check all of the boxes below:

Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

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

### 3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 05/01/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

#### 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).

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	AIMSWEB
7	4) State-approved 3rd party assessments	AIMSWEB
8	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

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.	Teachers with their principals will establish baseline data and set achievement targets. A third party assessment will be used for grades 4-7 that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level. State approved 3rd party assessments will be rigorous and valid. Grade 8 will utilize the NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents combined score. The percentage of students meeting the achievement target will be awarded on a 0-20 scale (see upload at 3.13) until implementation of the value-added model when they will be converted to a scale score of 0 to 15. The negotiated 0-15 scale is shown in 3.3. Teachers can achieve all scale points from 0 to 20 (see 20 Point Scale attached at 3.13) or when using value-added model, 0 to 15 (see 15 Point Scale attached at 3.3). Where schoolwide measures are indicated HEDI points will be assigned based on the schoolwide percentage of students who meet their targets. For Algebra 1, Geometry and ELA, students in Common Core courses will take both versions of the Regents Assessment. The higher of the two scores will be used for APPR.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See negotiated 0-20 scale, Chart A2, 3.13 See negotiated 0-15 scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See negotiated 0-20 scale, Chart A2, 3.13 See negotiated 0-15 scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See negotiated 0-20 scale, Chart A2, 3.13 See negotiated 0-15 scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See negotiated 0-20 scale, Chart A2, 3.13 See negotiated 0-15 scale at 3.3.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	AIMSWEB
7	4) State-approved 3rd party assessments	AIMSWEB
8	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers with their principals will establish baseline data and set achievement targets. A third party assessment for grades 4-7 that will be rigorous and comparable across classrooms and the same assessment will be used across the 4-7 grade levels. Grade 8 will utilize NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents combined score. The percentage of students meeting the achievement target will be awarded on a 0-20 scale (see upload at 3.13) until implementation of the value-added model when they will be converted to a scale score of 0 to 15. The negotiated 0-15 scale is shown in 3.3. Teachers can achieve all scale points from 0 to 20 (see 20 Point Scale attached at 3.13) or when using value-added model, 0 to 15 (see 15 Point Scale attached at 3.3). Where schoolwide measures are indicated HEDI points will be assigned based on the schoolwide percentage of students who meet their targets. For Algebra 1, Geometry and ELA, students in Common Core courses will take both versions of the Regents Assessment. The higher of the two scores will be used for APPR.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See negotiated 0-20 scale, Chart A2, 3.13 See negotiated 0-15 scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See negotiated 0-20 scale, Chart A2, 3.13 See negotiated 0-15 scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See negotiated 0-20 scale, Chart A2, 3.13 See negotiated 0-15 scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See negotiated 0-20 scale, Chart A2, 3.13 See negotiated 0-15 scale at 3.3.

### 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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/575305-rhJdBgDruP/APPR%20Local%2015%20Point%20Scale%20Teachers%20120814.docx>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
1	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
2	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
3	9) Grades 3 and up: State-approved 3rd party assessments	AIMSWEB

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. A third party assessment that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART A2) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 92% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 35% to 91% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 5% to 34% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 4% of his/her students meet the achievement target. See scale at 3.13.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
1	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
2	4) Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	AIMSWEB
3	9) Grades 3 and up: State-approved 3rd party assessments	AIMSWEB

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. A third party assessment that will be rigorous and comparable across classrooms and the same assessment will be used across a grade level. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART A2) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 92% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 35% to 91% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 5% to 34% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 4% of his/her students meet the achievement target. See scale at 3.13.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	not applicable
7	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
8	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents combined score will be used . The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART B) is shown in 3.13. Teachers can achieve all scale points from 0 to 20.Where schoolwide measures are indicated HEDI points will be assigned based on the schoolwide percentage of students who meet their targets. For Algebra 1, Geometry and ELA, students in Common Core courses will take both versions of the Regents Assessment so long as allowed by SED. The higher of the two scores will be used for APPR.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	not applicable
7	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
8	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents combined score will be used . The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART B) is shown in 3.13. Teachers can achieve all scale points from 0 to 20. Where schoolwide measures are indicated HEDI points will be assigned based on the schoolwide percentage of students who meet their targets. For Algebra I, Geometry and ELA, students in Common Core courses will take both versions of the Regents Assessment so long as allowed by SED. The higher of the two scores will be used for APPR.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
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Global 1	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
Global 2	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
American History	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents combined score will be used. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART B) is shown in 3.13. Teachers can achieve all scale points from 0 to 20. Where schoolwide measures are indicated HEDI points will be assigned based on the schoolwide percentage of students who meet their targets. For Algebra I, Geometry and ELA, students in Common Core courses will take both versions of the Regents Assessment so long as allowed by SED. The higher of the two scores will be used for APPR.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

Earth Science	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
Chemistry	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
Physics	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents combined score will be used. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART B) is shown in 3.13. Teachers can achieve all scale points from 0 to 20. Where schoolwide measures are indicated HEDI points will be assigned based on the schoolwide percentage of students who meet their targets. For Algebra I, Geometry and ELA, students in Common Core courses will take both versions of the Regents Assessment so long as allowed by SED. The higher of the two scores will be used for APPR.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Expectations meet district expectations. A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

Geometry	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
Algebra 2	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents combined score will be used. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART B) is shown in 3.13. Teachers can achieve all scale points from 0 to 20. Where schoolwide measures are indicated HEDI points will be assigned based on the schoolwide percentage of students who meet their targets. For Algebra I, Geometry and ELA, students in Common Core courses will take both versions of the Regents Assessment so long as allowed by SED. The higher of the two scores will be used for APPR.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65%-84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

Grade 10 ELA	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with their principals will establish baseline data and set achievement targets. NYS English, Global History 1, US History, Algebra 1, Geometry, Algebra II/Trig, Earth Science, Living Environment, Chemistry, and Physics Regents combined score will be used . The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale (CHART B) is shown in 3.13. Teachers can achieve all scale points from 0 to 20. Where schoolwide measures are indicated HEDI points will be assigned based on the schoolwide percentage of students who meet their targets. For Algebra I, Geometry and ELA, students in Common Core courses will take both versions of the Regents Assessment so long as allowed by SED. The higher of the two scores will be used for APPR.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65%-84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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### 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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/575305-y92vNseFa4/REVISED%20ESM%20APPR%20LOCAL%2020%20Points%202013\\_1.docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/575305-y92vNseFa4/REVISED%20ESM%20APPR%20LOCAL%2020%20Points%202013_1.docx)

### 3.14) Locally Developed Controls

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

No controls being used.

### 3.15) Teachers with More Than One Locally Selected Measure

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

For teachers who have more than one measure an average will be weighted based on HEDI scores.  
In cases where a HEDI score ends in a decimal, normal rounding rules will apply.

### 3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that 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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked

<p>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.</p>	<p>Checked</p>
<p>Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.</p>	<p>Checked</p>
<p>Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.</p>	<p>Checked</p>
<p>Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.</p>	<p>Checked</p>

## 4. Other Measures of Effectiveness (Teachers)

Created: 04/30/2013

Last updated: 05/01/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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.)

Rubric	Danielson's Framework for Teaching
Second Rubric, if applicable	(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0
--	---

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

(No response)

**4.3) Survey Tools (if applicable)**

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

**4.4) Assurances**

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

Dependent on the type of teacher or option selected for tenured teacher each component will be scored from 1-4 and the component scores will be added together and divided by the total number of components rated to result in an overall 1-4 rubric score. The final 1-4 rubric score will be converted to 0-60 using the attached chart.

Rounding rules apply and/or sub-component and composite score of all teachers will be expressed as whole numbers.  
 Rounding will not result in a teacher moving between HEDI bands.  
 The rubric scores listed on the chart are the minimum values necessary to receive the corresponding HEDI scores. All portions of the rubric will be used. Where a component of the rubric is observed, evidence is collected each time. All of evidence that is collected for a component of the rubric will be used to inform the rating and score for that component of the rubric.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/575306-eka9yMJ855/ESM%204.5%20APPR%20document%20%202014%2015.docx>

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

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

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	3
-------------	---

Informal/Short	1
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

**Responses Selected:**

In Person
-----------

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

**Responses Selected:**

In Person
-----------

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	0
Informal/Short	2
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?

**Responses Selected:**

In Person

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

**Responses Selected:**

In Person

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

## 6. Additional Requirements - Teachers

Created: 04/30/2013

Last updated: 05/15/2015

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

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/575308-Df0w3Xx5v6/TIP.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:

##### VII. Appeals of Annual Professional Performance Reviews

To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established.

1. Appeals shall be limited to those evaluations of teachers which have resulted in a rating of Developing or Ineffective.

A tenured teacher may appeal the implementation of an improvement plan if the plan was generated as the result of a Developing or Ineffective composite rating, in accordance with Section 2, e, below.

2. The scope of any appeal will be limited to the following subjects:

a. The substance of the individual's annual professional performance review;

b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;

c. The adherence to the Commissioner's regulations, as applicable to such reviews;

d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,

e. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c in connection with a Developing or Ineffective rating.

3. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

4. In an appeal, the teacher has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

5. The following timelines will be strictly adhered to. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

#### Level 1 - Evaluator

a. (Informal) Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.

b. (Formal) Any appeal must be submitted to the evaluator in writing no later than five (5) school days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within five (5) school days of notification of issuance of the Teacher Improvement Plan.

c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered. The determination of the Level 1 appeal shall be made in 5 days from the teacher filing the appeal.

d. Within five (5) school days of receipt of the Level 1 determination, if a teacher is not satisfied with such determination: Teachers' Association must submit the appeal to a bipartisan panel comprised of two (2) teacher representatives from other elementary buildings or other secondary areas and two (2) administration representatives from other buildings, Subject areas, or Central Office. The panel members for each appeal will be picked by the APPR Committee. If in the case the Association does not deem the appeal meritorious, then the teacher has the right to proceed to Level 3 on their own behalf within that same five (5) day period.

## Level 2 – Panel

- a. Within five (5) school days of receipt of the Level 1 determination, if a teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel\* comprised of two (2) teacher representatives (from other elementary buildings or other secondary areas) and two (2) administration representatives (from other buildings, Subject areas, or Central Office). The panel members for each appeal will be picked by the APPR Committee. If in the case the Association does not deem the appeal meritorious, then the teacher has the right to proceed to Level 3 on their own behalf within 5 school days.
- b. Within ten (10) school days of receipt of the Association's appeal, the panel will be provided the entire appeals record, will jointly conduct a paper review, deliberate the matter, and issue a written recommendation for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals on developing ratings. Appeals of ineffective ratings and split decisions on an appeal of a developing rating will proceed to level 3 below. Members of the Appeals Panel and their individual positions regarding a Panel decision are to be kept confidential.

## Level 3 – Superintendent

- a. Within five (5) school days of receipt of the Level 2 recommendation for resolution, or the receipt of the teacher acting on his/her own behalf, the Superintendent of Schools will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the appellant, to the Teachers' Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated.

6. The entire appeals record will be part of the teacher's APPR.

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

7. The determination of the Superintendent of Schools or his/her designee shall not be grievable, arbitrable, nor reviewable in any other form. In no way does the Appeal Process replace or revoke the employee's right or District's ability to proceed to a probable cause finding under section 3020-a of Education Law.

Nothing in this section shall be construed to alter or diminish the authority of the school district to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal or the obligation of the teacher to proceed in accordance with otherwise standard practice.

## 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.

#### Evaluator Training

Eastport-South Manor CSD will ensure that all lead evaluators/evaluators are properly trained and certified and re-certified annually to complete an individual's performance review. Evaluator training is conducted by certified BOCES Network Team personnel. The evaluator training replicates the recommended SED model certification process incorporating per the 3012c regulations.

The assistant superintendent attended 1 full day of recertification training at Eastern Suffolk BOCES during the 2013-14 school year centering on teacher evaluation. The district will provide professional development for a minimum of 10 hours total on teacher evaluation for all evaluators. This may be accomplished through half-day and/or full day workshops through Eastern Suffolk BOCES and/or as during the course of in-district monthly administrative and/or instructional leadership team meetings. A similar process will be used in future years.

The training includes the following Requirements for Lead Evaluators:

- New York State teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

This district will continue to use the Danielson model. To ensure rater reliability, administrators will be required to observe numerous clips of teachers delivering instruction and rate them using the rubric. Observations will be critiqued and supporting evidence fine-tuned until 90% of the administrators are grading in unison. All of our administrators will have participated in the various mandatory training afforded by BOCES. All information will be turn-keyed to all of our administrators.

Any administrator or supervisor who evaluates teachers for the purpose of determining an APPR rating shall be employed by Eastport-South Manor CSD as a Building Level or Central Office administrator. Teachers will not be evaluated by Independent Evaluators or trained in school peer Teachers. Additionally, Evaluators must be fully trained and/or certified or enrolled in training to be completed as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to completion of a teacher evaluation. Before the commencement of Observations and/or Evaluation each School Year, the Association shall be furnished with a list of all administrators and supervisors who have been trained including the date and amount of time each have received training and/or retraining.

### 6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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### 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

### 6.7) Assurances -- Data

Please check all of the boxes below:

Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.

Checked

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

Created Tuesday, April 30, 2013

Updated Monday, December 08, 2014

## Page 1

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

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

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

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

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

3-6
7-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists  
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms  
 List of State-approved 3<sup>rd</sup> party assessments

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb

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.	Teachers and principal will establish baseline data and set individual growth targets collaboratively. The SLO for the principal will be approved by the Assistant Superintendent for Curriculum and Instruction. The SLOs for the K-2 principal for ELA and Math will utilize AIMSWEB. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students.
--	---

Students' pretest scores will be the baseline and will be compared to the final assessment score to determine individual student growth.  
The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 7.3 (Chart A2).

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principal will be rated highly effective if 92% or greater of his/her students meet the growth target. See scale at 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principal will be rated effective if 35% to 91% of his/her students meet the growth target. See scale at 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principal will be rated developing if 5% to 34% of his/her students meet the growth target. See scale at 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principal will be rated ineffective if 0% to 4% of his/her students meet the growth target. See scale at 7.3.

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/12156/575309-lha0DogRNw/Principals State 20 REVISED Feb 28.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 controls needed.

#### 7.5) Principals with More Than One Growth Measure

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

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

#### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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

## 8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 05/15/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### **Locally-Selected Measures of Student Achievement or Growth**

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	3-6	(d) measures used by district for teacher evaluation	AIMSWEB
	7-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year cohort rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>For the 7-12 Principal, points will be assigned in the HEDI category corresponding to the actual four-year graduation rate. See the attached scale at 8.1. For example, if the four year graduation rate is 92%, the principal would receive 14 out of 15 points in the Locally Selected component of his/her overall Composite Score when using the 0-15 scale.</p> <p>The local achievement target for the 3-6 buildings for ELA and Math will utilize AIMSWEB, a State approved 3rd party assessment. Achievement targets will be set based on the pretest of the students in conjunction with teachers. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine achievement compared to national norms. The percentage of students reaching targets will determine a principal's HEDI score. See attached at 8.1 for 15 Point Scale.</p> <p>HEDI points will be awarded on a 0-20 basis until implementation of a value-added model (see attached at 8.2 for Chart A2, 0-20 scale). All Principal achievement targets will be set with input from the Assistant Superintendent for Instruction.</p>
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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.	See attached at 8.1 for 0-15 scale. See attached at 8.2 for 0-20 scale.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached at 8.1 for 0-15 scale. See attached at 8.2 for 0-20 scale.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached at 8.1 for 0-15 scale. See attached at 8.2 for 0-20 scale.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached at 8.1 for 0-15 scale. See attached at 8.2 for 0-20 scale.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/575310-qBFVOWF7fC/ESM%20REVISED-Principals%2015%20Point%20Scales%20120814.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.

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-2	(d) measures used by district for teacher evaluation	AIMSWEB

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.	<p>The local achievement target for the K-2 principals for ELA and Math will utilize AIMSWEB.</p> <p>Achievement targets will be set based on the pretest of the students in conjunction with teachers. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine achievement compared to national norms.</p> <p>The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20, with 13 being the target of 50% meeting the achievement target. The scale is shown in 7.3 (Chart A2).</p> <p>All Principal achievement targets will be set with input from the Assistant Superintendent for Instruction.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will be rated highly effective if 92% or greater of his/her students meet the achievement target. See scale at 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will be rated effective if 35% to 91% of his/her students meet the achievement target. See scale at 8.2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will be rated developing if 5% to 34% of his/her students meet the achievement target. See scale at 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal will be rated ineffective if 0% to 4% of his/her students meet the achievement target. See scale at 8.2.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/575310-T8MIGWUVm1/REVISED%20ESM%20PRINCIPALS%20APPR%20LOCAL%2020%20Points%202014.docx>

### 8.3) Locally Developed Controls

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

No controls needed.

### 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.

Not applicable.

### 8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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

<p>Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.</p>	<p>Check</p>
<p>Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.</p>	<p>Check</p>
<p>Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.</p>	<p>Check</p>

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

### 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 principal's rating will drive how many points the principal will receive toward the composite score. Subcomponents of the rubric will be scored 1-4 and those scores will then be averaged to determine the domain score. Domain scores are then averaged to determine the overall rubric score; the overall score is then translated into a 0-60 HEDI score based on the attached conversion chart. For example, a principal that scores 3.0 on the rubric would translate to a score in the "effective" range. The principal would then receive 58 points toward the composite score. The final score for each domain will be determined at the end of the year based on all evidence collected and observed.

Rounding rules apply and/or composite score of all principals will be expressed as whole numbers. Rounding rules will not result in a principal moving between HEDI bands. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI value. See attached table.

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

assets/survey-uploads/5143/135252-pMADJ4gk6R/ESM Principal Rubric Scoring.pdf

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

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

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, February 03, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, March 03, 2015

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/575313-Df0w3Xx5v6/Eastport-South ManorPrincipal Improvement Form REVISED.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:

This provision shall only apply to the title of principal.

Should the law 3012c, the corresponding regulations or NYSED guidance regarding 3012c change from what was in place at the time of this agreement, the agreement shall be renegotiated to be consistent with further changes in law, regulation or NYSED guidance.

Each principal will receive at least one observation – formal or informal – by the end of the first semester in the school year. In the case of a probationary principal or a tenured principal whose last (previous year's) APPR rating was developing or ineffective, the principal will receive a formal observation within the first 10 weeks of the school year. A principal who receives an observation score in the developing or ineffective range may request another observation by the Assistant Superintendent for Curriculum and Instruction or the superintendent. Artifacts based on the PIP will be collected throughout the school year. Artifacts will include those documents agreed upon at the beginning of the school year between the principal, assistant superintendent, and the superintendent. The final HEDI rating for the other measures of effectiveness comprising the 60 points will be provided to the principal by the last day of the school year.

The Composite Effectiveness Score will be presented to the principal no later than September 1 of the following school year. A principal who receives a rating of developing or ineffective on the Composite Effectiveness Score of the APPR will be placed on a Principal Improvement Plan (PIP) according to the procedures outlined in Section 11.2 of this application. The principal will also be assigned a mutually agreed upon mentor to assist that principal in making improvement in order to avoid a second consecutive rating of developing or ineffective.

A tenured principal who receives a rating of developing or ineffective on his/her Annual Professional Performance Evaluation may appeal the developing or ineffective rating to the Superintendent of Schools within 15 work days after the rating of developing or ineffective is received by the principal. Within 5 work days of receiving the appeal, the superintendent will schedule a meeting with the principal making the appeal. The principal may bring a union representative to this meeting. The meeting will be held within 10 work days of the filing of the appeal. Since the APPR may not be finalized prior to the close of school, allowances will be made for approved vacation time which will not count toward the 10-day time period. The meeting will occur in a timely and expeditious manner and no later than 15 days of the filing of the appeal. The purpose of the meeting is to discuss the reasons for the appeal and to gather any additional information the principal may wish to submit to the superintendent for consideration. Following this meeting, the superintendent will meet with the principal's supervisor to discuss the purpose of the appeal and to gather evidence from the supervisor.

This evidence will relate to the reason given for the appeal:

- (1) substance of the APPR,
- (2) adherence to applicable standards and methodologies, and/or
- (3) adherence to regulations of the Commissioner, compliance with locally negotiated procedures, and implementation of the principal improvement plan (PIP).

The superintendent's decision will be rendered within 10 work days after the meeting with the principal. If the rating of developing or ineffective is upheld, the principal will be placed on a PIP which will remain in effect until the next evaluation cycle is complete. In no event will a PIP be issued more than 10 days after the start of the school year even in the event that the appeal is pending. If the rating is not upheld, the superintendent will either set aside the a rating or direct the supervisor to reconsider the evidence and determine the revised rating of the principal's performance within 10 days of the superintendent's decision.

Any appeal of an improvement plan must be initiated within the same time frame.

For a tenured principal who has received two consecutive ratings of ineffective and who appeals the second ineffective rating, the principal's bargaining unit and the superintendent will select a mutually acceptable outside evaluator who is an experienced principal. The individual will be on a list of outside evaluators who were mutually agreed to by the superintendent and the bargaining unit and approved by the Board of Education for this purpose. This selection will be completed within 10 days of the appeal being received by the superintendent. This outside evaluator will have the opportunity to review the APPR evidence on which the ineffective ratings are based. The outside evaluator is expected to complete his/her review of the evidence and submit a report of his/her determination of the effectiveness of the principal within 30 days of selection. The outside evaluator's report and findings will be advisory in nature and shared with the Board of Education, the Superintendent, and the principal. The superintendent will consider this information before rendering a final decision on the appeal. The superintendent's decision will be rendered within 10 work days after the report is received.

Any appeal of a principal improvement plan must be initiated within the same time frame.

The determination of the Superintendent of Schools or his/her designee shall not be grievable, arbitrable, nor reviewable in any other forum.

For probationary principals, the APPR will be used as a significant factor in the determination of employment. The Superintendent of Schools will review the probationary principal's APPR before making a decision regarding a recommendation for tenure or termination.

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

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

The District will ensure that all lead evaluators/evaluators are properly trained and certified and re-certified annually, as necessary, to complete an individual's performance review. IN 2012-13, evaluator training was conducted through ESBOCES, WSBOCES and Hofstra University. Lead evaluator training has been and will continue to be conducted in accordance with the certification requirements as per the Commissioner's regulations.

The assistant superintendent attended 1 full day of recertification training at Eastern Suffolk BOCES during the 2013-14 school year centering on principal evaluation. The district will provide professional development for a minimum of 7 hours total on principal evaluation for all evaluators. This may be accomplished through half-day and/or full day workshops through Eastern Suffolk BOCES and/or during the course of in-district administrative meetings. Similar process will be used in future school years.

The training has and will include the following:

-NYS Teaching Standards and ISLLC Standards

-Evidence-based observation

-Applications and Use of SGP and VA Growth Model Data

-Application and Use of Marshall Evaluation Rubric

-Application and Use of locally selected measures of student achievement

-Scoring methodology used to evaluate teachers and principals

-Specific considerations in evaluating teachers of ELL and SWD

-Ongoing collaborative sessions will be conducted throughout the year to build evaluator skills related to inter-rater reliability.

-Use of SIRS.

-Application of use and assessment tools.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created: 04/30/2013

Last updated: 06/12/2015

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/575314-3Uqgn5g9lu/Dist.%20Cert.%20June%202015.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/575314-3Uqgn5g9lu/Dist.%20Cert.%20June%202015.pdf</a>
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#### 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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
K-2:  Physical Education, Art, Music	<input type="radio"/> State Assessment <input type="radio"/> Non-traditional 3rd party assessment that meets NYSED requirements <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Eastport-South Manor Developed Assessments in Physical Education, Art, Music
3-6:  Physical Education, Art, Music, Reading, Health, Library, all other teachers not named above	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	Grades 4-6 NYS ELA State Assessment
ESL K-12	<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	NYSESLAT
K-2 Building: Reading, all other teachers not named here	<input type="radio"/> State Assessment <input checked="" type="radio"/> Non-traditional 3rd party assessment that meets NYSED requirements <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	AIMSWEB

7-8 Reading	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	Grades 7 and 8 NYS ELA State Assessment
4-8 ELA and Math	<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	Grades 4-8 NYS ELA and Math Assessments

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>All teachers named here will work with their principals to establish baseline data and set individual growth targets. This process will apply to PE, Art, and Music in grades K-2.</p> <p>The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set based on the pretest and/or historical data of the students assigned to the teacher.</p> <p>K-2: Reading and all other teachers not named here will have measures based on individual student growth demonstrated from pretest to posttest across all grade levels using AIMSWEB. The SLOs for K-12 ESL will utilize the NYSESLAT. The same assessments will be used across all classrooms in the same grade level.</p> <p>Students' pretest scores will be the baseline and will be compared to the final assessment score to</p>
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	<p>determine individual student growth.</p> <p>The percentage of students meeting the individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11 (Chart A2).</p> <p>For the 3-6 configurations, the building wide ELA growth score will be used for teachers of Physical Education, Art, Music, Reading, Health, all other teachers not named above. The state provided growth scores will be weighted proportionately based on the number of students covered by each score. A 25 to 20 point conversion chart has been uploaded for use with the value added model.</p> <p>For the Grade 7-8 Reading teacher, the building wide ELA growth score will be used. The state provided growth scores will be weighted proportionately based on the number of students covered by each score. A 25 to 20 point conversion chart has been uploaded for use with the value added model.</p> <p>Grades 4-8 ELA and Math are listed here as a back-up SLO in the event that a teacher does not receive a state-provided score. For this measure, the district has set a minimum rigor expectation for growth of a Level 2 or higher. HEDI points will be assigned using Chart A2.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher will be rated highly effective if 92% or greater of his/her students meet the growth target. See attached Chart A2 at 2.11. See attached for SGPS.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A teacher will be rated effective if 35% to 91% of his/her students meet the growth target. See attached Chart A2 at 2.11. See attached for SGPS.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A teacher will be rated developing if 5% to 34% of his/her students meet the growth target. See attached Chart A2 at 2.11. See attached for SGPS.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>A teacher will be rated ineffective if 0% to 4% of his/her students meet the growth target. See attached Chart A2 at 2.11. See attached for SGPS.</p>



Chart A2: State 20 and Local 20  
Point Conversion Scale

HEDI	Scale Point	% Meeting Target
Highly Effective	20	98-100
	19	96-97
	18	92-95
Effective	17	87-91
	16	80-86
	15	72-79
	14	61-71
	13	45-60
	12	41-44
	11	39-40
	10	37-38
	9	35-36
Developing	8	31-34
	7	26-30
	6	21-25
	5	16-20
	4	11-15
	3	5-10
Ineffective	2	4
	1	3
	0	0-2

CHART B: APPR State 20 Measures and Local 20 Measures

Point Conversion Scale

HEDI	Scale Point	% Meeting Target
Highly Effective	20	96-100
	19	91-95
	18	85-90
Effective	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69
	9	65-67
Developing	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
Ineffective	2	36-49
	1	21-35
	0	0-20

Conversion Chart: 25 point SPGS to 20 point HEDI score

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

## APPR Local 15 Teachers

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	96-100
	14	92-95
Effective	13	81-91
	12	66-80
	11	45-65
	10	41-44
	9	39-40
	8	37-38
Developing	7	35-36
	6	26-34
	5	21-25
	4	16-20
	3	11-15
Ineffective	2	5-10
	1	3-4
	0	0-2

**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.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Phys. Ed., Art, Music, Reading Teachers, and any other not named in K-2	<ul style="list-style-type: none"> <li><input type="radio"/> 01) Change in % of student performance level on State</li> <li><input type="radio"/> 02) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 03) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 04) State-approved 3rd party</li> <li><input type="radio"/> 05) District/regional/BOCES–developed</li> <li><input type="radio"/> 06(i) School-wide measure based on State-provided measure</li> <li><input checked="" type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 07) Student Learning Objectives</li> </ul>	AIMSWEB
Reading Teachers, Grades 7-8	<ul style="list-style-type: none"> <li><input type="radio"/> 01) Change in % of student performance level on State</li> <li><input type="radio"/> 02) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 03) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 04) State-approved 3rd party</li> <li><input type="radio"/> 05) District/regional/BOCES–developed</li> <li><input type="radio"/> 06(i) School-wide measure based on State-provided measure</li> <li><input checked="" type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 07) Student Learning Objectives</li> </ul>	AIMSWEB
Phys. Ed., Art,	<ul style="list-style-type: none"> <li><input type="radio"/> 01) Change in % of student performance level</li> </ul>	AIMSWEB

<p>Music, Reading Teachers, Health, and any other not named teachers in 3-6 building</p>	<p>on State</p> <ul style="list-style-type: none"> <li>○2) Teacher specific growth computed by NYSED</li> <li>○3) Teacher specific achievement/growth score computed locally</li> <li>○4) State-approved 3rd party</li> <li>○5) District/regional/BOCES–developed</li> <li>○6(i) School-wide measure based on State-provided measure</li> <li><input checked="" type="radio"/>6(ii) School wide measure computed locally</li> <li>○7) Student Learning Objectives</li> </ul>	
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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>Teachers with their principals will establish baseline data and set achievement targets. Assessments will be rigorous and comparable across classrooms and the same assessment will be used across a grade level/course.</p> <p>HEDI points will be awarded based on the percentage of students meeting or exceeding the achievement target.</p> <p>For those courses utilizing school-wide measures, HEDI points will be awarded based on the percentage of students school-wide meeting or exceeding the applicable achievement target.</p>
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Highly Effective (18-20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See 0-20 Scale A2 at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 0-20 Scale A2 at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 0-20 Scale A2 at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 0-20 Scale A2 at 3.13.

**Chart A2: State 20 and Local 20  
Point Conversion Scale**

HEDI	Scale Point	% Meeting Target
Highly Effective	20	98-100
	19	96-97
	18	92-95
Effective	17	87-91
	16	80-86
	15	72-79
	14	61-71
	13	45-60
	12	41-44
	11	39-40
	10	37-38
	9	35-36
Developing	8	31-34
	7	26-30
	6	21-25
	5	16-20
	4	11-15
	3	5-10
Ineffective	2	4
	1	3
	0	0-2

**CHART B: APPR State 20 Measures and Local 20 Measures**

**Point Conversion Scale**

<b>HEDI</b>	<b>Scale Point</b>	<b>% Meeting Target</b>
<b>Highly Effective</b>	20	96-100
	19	91-95
	18	85-90
<b>Effective</b>	17	82-84
	16	80-81
	15	78-79
	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69
	9	65-67
<b>Developing</b>	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
<b>Ineffective</b>	2	36-49
	1	21-35
	0	0-20

**APPENDIX K: ILP RUBRIC**

<b>ILP RUBRIC</b>				
<b>DOMAIN 1</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>a. Demonstrating Knowledge of Content and Pedagogy</b>				
Knowledge of Content and the Structure of the Discipline	1	2	3	4
Knowledge of Prerequisite Relationships	1	2	3	4
Knowledge of Content-Related Pedagogy	1	2	3	4
<b>b. Demonstrating Knowledge of Students</b>				
Knowledge of Child and Adolescent Development	1	2	3	4
Knowledge of the Learning Process	1	2	3	4
Knowledge of Students' Skills, Knowledge, and Language Proficiency	1	2	3	4
Knowledge of Students' Interests and Cultural Heritage	1	2	3	4
Knowledge of Students' Special Needs	1	2	3	4
<b>d. Demonstrating Knowledge of Resources</b>				
Resources for Classroom Use	1	2	3	4
Resources to Extend Content Knowledge and Pedagogy	1	2	3	4
Resources for Students	1	2	3	4
<b>e. Designing Coherent Instruction</b>				
Learning Activities	1	2	3	4
Instructional Materials and Resources	1	2	3	4
Instructional Groups	1	2	3	4
Lesson and Unit Structure	1	2	3	4
<b>f. Demonstrating Professionalism</b>				
Congruence with Instructional Outcomes	1	2	3	4
Criteria and Standards	1	2	3	4
Design of Formative Assessments	1	2	3	4
Use for Planning	1	2	3	4

**APPENDIX L: FORMAL OBSERVATION RUBRIC**

**FORMAL OBSERVATION RUBRIC**

DOMAIN 1	Ineffective	Developing	Effective	Highly Effective
<b><i>a. Demonstrating Knowledge of Content and Pedagogy</i></b>				
Knowledge of Content and the Structure of the Discipline	1	2	3	4
Knowledge of Prerequisite Relationships	1	2	3	4
Knowledge of Content-Related Pedagogy	1	2	3	4
<b><i>b. Demonstrating Knowledge of Students</i></b>				
Knowledge of Child and Adolescent Development	1	2	3	4
Knowledge of the Learning Process	1	2	3	4
Knowledge of Students' Skills, Knowledge, and Language Proficiency	1	2	3	4
Knowledge of Students' Interests and Cultural Heritage	1	2	3	4
Knowledge of Students' Special Needs	1	2	3	4
<b><i>c. Selecting Instructional Outcomes</i></b>				
Value, Sequence, and Alignment	1	2	3	4
Clarity	1	2	3	4
Balance	1	2	3	4
Suitability for Diverse Learners	1	2	3	4
<b><i>d. Demonstrating Knowledge of Resources</i></b>				
Resources for Classroom Use	1	2	3	4
Resources to Extend Content Knowledge and Pedagogy	1	2	3	4
Resources for Students	1	2	3	4
<b><i>e. Designing Coherent Instruction</i></b>				
Learning Activities	1	2	3	4
Instructional Materials and Resources	1	2	3	4
Instructional Groups	1	2	3	4
Lesson and Unit Structure	1	2	3	4
<b><i>f. Demonstrating Professionalism</i></b>				
Congruence with Instructional Outcomes	1	2	3	4
Criteria and Standards	1	2	3	4
Design of Formative Assessments	1	2	3	4
Use for Planning	1	2	3	4

DOMAIN 2	Ineffective	Developing	Effective	Highly Effective
<b><i>a. Creating an Environment of Respect and Rapport</i></b>				
Teacher Interaction with Students	1	2	3	4
Student Interactions with One Another	1	2	3	4
<b><i>b. Establishing a Culture for Learning</i></b>				
Importance of the Content	1	2	3	4
Expectations for Learning and Achievement	1	2	3	4
Student Pride in Work	1	2	3	4
<b><i>c. Managing Classroom Procedures</i></b>				
Management of Instructional Groups	1	2	3	4
Management of Transitions	1	2	3	4
Management of Materials and Supplies	1	2	3	4
Performance of Non-instructional Duties	1	2	3	4
Supervision of Volunteers and Paraprofessionals	1	2	3	4
<b><i>d. Managing Student Behavior</i></b>				
Expectations	1	2	3	4
Monitoring of Student Behavior	1	2	3	4
Response to Student Behavior	1	2	3	4
<b><i>e. Organizing Physical Space</i></b>				
Safety and Accessibility	1	2	3	4
Arrangement of Furniture and Use of Physical Resources	1	2	3	4

<b>DOMAIN 3</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b><i>a. Communicating with Students</i></b>				
Expectations for Learning	1	2	3	4
Directions and Procedures	1	2	3	4
Explanations of Content	1	2	3	4
Use of Oral and Written Language	1	2	3	4
<b><i>b. Using Questioning and Discussion Techniques</i></b>				
Quality of Questions	1	2	3	4
Discussion Techniques	1	2	3	4
Student participation	1	2	3	4
<b><i>c. Engaging Students in Learning</i></b>				
Activities and Assignments	1	2	3	4
Grouping of Students	1	2	3	4
Instructional Materials and Resources	1	2	3	4
Structure and Pacing	1	2	3	4
<b><i>d. Using Assessment in Instruction</i></b>				
Assessment Criteria	1	2	3	4
Monitoring of Student learning	1	2	3	4
Feedback to Students	1	2	3	4
Student Self-Assessment and Monitoring of Progress	1	2	3	4
<b><i>e. Demonstrating Flexibility and Responsiveness</i></b>				
Lesson Adjustment	1	2	3	4
Response to Students	1	2	3	4
Persistence	1	2	3	4

<b>APPENDIX M: INFORMAL OBSERVATION RUBRIC</b>
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**INFORMAL UNANNOUNCED OBSERVATION RUBRIC**

DOMAIN 2	Ineffective	Developing	Effective	Highly Effective
<b><i>a. Creating an Environment of Respect and Rapport</i></b>				
Teacher Interaction with Students	1	2	3	4
Student Interactions with One Another	1	2	3	4
<b><i>b. Establishing a Culture for Learning</i></b>				
Importance of the Content	1	2	3	4
Expectations for Learning and Achievement	1	2	3	4
Student Pride in Work	1	2	3	4
<b><i>c. Managing Classroom Procedures</i></b>				
Management of Instructional Groups	1	2	3	4
Management of Transitions	1	2	3	4
Management of Materials and Supplies	1	2	3	4
Performance of Non-instructional Duties	1	2	3	4
Supervision of Volunteers and Paraprofessionals	1	2	3	4
<b><i>d. Managing Student Behavior</i></b>				
Expectations	1	2	3	4
Monitoring of Student Behavior	1	2	3	4
Response to Student Behavior	1	2	3	4
<b><i>e. Organizing Physical Space</i></b>				
Safety and Accessibility	1	2	3	4
Arrangement of Furniture and Use of Physical Resources	1	2	3	4

## INFORMAL **ANNOUNCED** OBSERVATION RUBRIC

DOMAIN 1	Ineffective	Developing	Effective	Highly Effective
<b><i>c. Selecting Instructional Outcomes</i></b>				
Value, Sequence, and Alignment	1	2	3	4
Clarity	1	2	3	4
Balance	1	2	3	4
Suitability for Diverse Learners	1	2	3	4
DOMAIN 3	Ineffective	Developing	Effective	Highly Effective
<b><i>a. Communicating with Students</i></b>				
Expectations for Learning	1	2	3	4
Directions and Procedures	1	2	3	4
Explanations of Content	1	2	3	4
Use of Oral and Written Language	1	2	3	4
<b><i>b. Using Questioning and Discussion Techniques</i></b>				
Quality of Questions	1	2	3	4
Discussion Techniques	1	2	3	4
Student participation	1	2	3	4
<b><i>c. Engaging Students in Learning</i></b>				
Activities and Assignments	1	2	3	4
Grouping of Students	1	2	3	4
Instructional Materials and Resources	1	2	3	4
Structure and Pacing	1	2	3	4
<b><i>d. Using Assessment in Instruction</i></b>				
Assessment Criteria	1	2	3	4
Monitoring of Student learning	1	2	3	4
Feedback to Students	1	2	3	4
Student Self-Assessment and Monitoring of Progress	1	2	3	4
<b><i>e. Demonstrating Flexibility and Responsiveness</i></b>				
Lesson Adjustment	1	2	3	4
Response to Students	1	2	3	4
Persistence	1	2	3	4

<b>APPENDIX N: Professional Responsibilities Rubric</b>
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## PROFESSIONAL RESPONSIBILITIES RUBRIC

DOMAIN 4	Ineffective	Developing	Effective	Highly Effective
<b><i>a. Reflecting on Teaching</i></b>				
Accuracy	1	2	3	4
Use in Future Teaching	1	2	3	4
<b><i>b. Maintaining Accurate Records</i></b>				
Student Completion of Assignments	1	2	3	4
Student Progress in Learning	1	2	3	4
Non-instructional Records	1	2	3	4
<b><i>c. Communicating with Families</i></b>				
Information about the Instructional Program	1	2	3	4
Information about Individual Students	1	2	3	4
Engagement of Families in the Instructional Program	1	2	3	4
<b><i>d. Participating in a Professional Community</i></b>				
Relationships with Colleagues	1	2	3	4
Involvement in a Culture of Professional Inquiry	1	2	3	4
Service to the School	1	2	3	4
Participation in School and District Projects	1	2	3	4
<b><i>e. Growing and Developing Professionally</i></b>				
Enhancement of Content Knowledge and Pedagogical Skill	1	2	3	4
Receptivity to Feedback from Colleagues	1	2	3	4
Service to the Profession	1	2	3	4
<b><i>f. Demonstrating Professionalism</i></b>				
Integrity and Ethical Conduct	1	2	3	4
Service to Students	1	2	3	4
Advocacy	1	2	3	4
Decision Making	1	2	3	4
Compliance with school regulations	1	2	3	4

## APPENDIX O: Determination of Average Points Earned from Teacher Evaluation Tools

1. Each evaluation tool has a maximum number of total points earned as follows:

ILP:	76 points in 19 categories
Informal Unannounced Observation:	60 points in 15 categories
Informal Announced Observation:	88 points in 22 categories
Formal Observation:	224 points in 56 categories
Professional Responsibilities:	80 points in 20 categories

2. The following chart shows the maximum points possible for each evaluation method:

Tenured Teachers:

### Option 1: ILP

Evaluation Method	Total Possible Points	Categories
ILP	76	19
2 Informal Observations (1 Unannounced)	148	37
Professional Responsibilities	80	20
<b>TOTAL POINTS</b>	<b>304 points</b>	<b>76</b>

### Option 2: No ILP

Evaluation Method	Total Possible Points	Categories
1 Formal Observation	224	56
1 Informal Unannounced Observation	60	15
Professional Responsibilities	80	20
<b>TOTAL POINTS</b>	<b>364 points</b>	<b>91</b>

Probationary Teachers:

Evaluation Method	Total Possible Points	Categories
3 Formal Observations	672	168
1 Informal Unannounced Observation	60	15
Professional Responsibilities	80	20
<b>TOTAL POINTS</b>	<b>812 points</b>	<b>203</b>

3. The conversion chart on the following page (Appendix P) will be used to determine a teacher's overall score for the APPR. The average points earned is converted to a standard score on a 0 to 60 point HEDI scale.

**Example 1:** Tenured teacher - Option 1

Total Points Earned: 243 out of 304 possible points  
 $243 \text{ points} \div 76 \text{ categories} = 3.2$  (average points per category)  
 3.2 converts to 58.4 points out of 60 for this teacher  
 Rating: Effective

**Example 2:** Probationary Teacher

Total Points Earned: 500 out of 812 possible points  
 $500 \text{ points} \div 203 \text{ categories} = 2.5$  (average points per category)  
 2.5 converts to 57.0 points out of 60 for this teacher  
 Rating: Effective

**Example 3:** Tenured Teacher - Option 2

Total Points Earned: 200 out of 364 possible points  
 $200 \text{ points} \div 91 \text{ categories} = 2.2$  (average points per category)  
 2.2 converts to 54.9 points out of 60 for this teacher  
 Rating: Developing

**APPENDIX P: Score Conversion Chart for Teacher Evaluation Rubric**

According to the new APPR regulations 60 percent (60 points) of the must be derived from multiple measures including observations. The chart below converts teachers' average points earned from the various evaluation tools to a 60 point scale.

INEFFECTIVE	0-25	INEFFECTIVE	26-49	DEVELOPING	50-56	EFFECTIVE	57-58
1.000	0.0	1.208	26.0	1.5	50.0	2.5	57.0
1.008	1.0	1.217	27.0	1.6	50.7	2.6	57.2
1.017	2.0	1.225	28.0	1.7	51.4	2.7	57.4
1.025	3.0	1.233	29.0	1.8	52.1	2.8	57.6
1.033	4.0	1.242	30.0	1.9	52.8	2.9	57.8
1.042	5.0	1.250	31.0	2.0	53.5	3.0	58.0
1.050	6.0	1.258	32.0	2.1	54.2	3.1	58.2
1.058	7.0	1.267	33.0	2.2	54.9	3.2	58.4
1.067	8.0	1.275	34.0	2.3	55.6	3.3	58.6
1.075	9.0	1.283	35.0	2.4	56.3	3.4	58.6
1.083	10.0	1.292	36.0				
1.092	11.0	1.300	37.0				
1.100	12.0	1.308	38.0				
1.108	13.0	1.317	39.0				
1.115	14.0	1.325	40.0				
1.123	15.0	1.333	41.0				
1.131	16.0	1.341	42.0				
1.138	17.0	1.350	43.0				
1.146	18.0	1.358	44.0				
1.154	19.0	1.367	45.0				
1.162	20.0	1.375	46.0				
1.169	21.0	1.383	47.0				
1.177	22.0	1.392	47.0				
1.185	23.0	1.400	49.0				
1.192	24.0						
1.200	25.0						

HIGHLY EFFECTIVE	59-60
3.5	59.0
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60.0
4.0	60.0

**EASTPORT-SOUTH MANOR CSD  
TEACHER IMPROVEMENT PLAN (TIP)**

Teacher:		Begin Date:	
School:		End Date:	
Evaluator:		Assignment:	

**Professional Performance: Criteria in Need of Improvement (Please check all that apply.)**

<p><input type="checkbox"/> <b>Domain 1: Planning and Preparation</b></p> <p><input type="checkbox"/> <b>1a: Demonstrating Knowledge of Content and Pedagogy</b>          Knowledge of Content and the Structure of the Discipline          Knowledge of Prerequisite Relationships          Knowledge of Content-Related Pedagogy</p> <p><input type="checkbox"/> <b>1b: Demonstrating Knowledge of Students</b>          Knowledge of Child and Adolescent Development          Knowledge of the Learning Process          Knowledge of Students' Skills, Knowledge, and Language Proficiency          Knowledge of Students' Interests and Cultural Heritage          Knowledge of Students' Special Needs</p> <p><input type="checkbox"/> <b>1c: Selecting Instructional Outcomes</b>          Value, Sequence, and Alignment          Clarity          Balance          Suitability for Diverse Learners</p> <p><input type="checkbox"/> <b>1d: Demonstrating Knowledge of Resources</b>          Resources for Classroom Use          Resources to Extend Content Knowledge and Pedagogy          Resources for Students</p> <p><input type="checkbox"/> <b>1e: Designing Coherent Instruction</b>          Learning Activities          Instructional Materials and Resources          Instructional Groups          Lesson and Unit Structure</p> <p><input type="checkbox"/> <b>1f: Designing Student Assessment</b>          Congruence with Instructional Outcomes          Criteria and Standards          Design of Formative Assessments</p>	<p><input type="checkbox"/> <b>Domain 2: The Classroom Environment</b></p> <p><input type="checkbox"/> <b>2a: Creating an Environment of Respect and Rapport</b>          Teacher Interaction with Students          Student Interactions with One Another</p> <p><input type="checkbox"/> <b>2b: Establishing a Culture for Learning</b>          Importance of the Content          Expectations for Learning and Achievement          Student Pride in Work</p> <p><input type="checkbox"/> <b>2c: Managing Classroom Procedures</b>          Management of Instructional Groups          Management of Transitions          Management of Materials and Supplies          Performance of Non-instructional Duties          Supervision of Volunteers and Paraprofessionals</p> <p><input type="checkbox"/> <b>2d: Managing Student Behavior</b>          Expectations          Monitoring of Student Behavior          Response to Student Behavior</p> <p><input type="checkbox"/> <b>2e: Organizing Physical Space</b>          Safety and Accessibility          Arrangement of Furniture and Use of Physical Resources</p>
<p><input type="checkbox"/> <b>Domain 3: Instruction</b></p> <p><input type="checkbox"/> <b>3a: Communicating with Students</b>          Expectations for Learning          Directions and Procedures          Explanations of Content          Use of Oral and Written Language</p> <p><input type="checkbox"/> <b>3b: Using Questioning and Discussion Techniques</b>          Quality of Questions          Discussion Techniques          Student participation</p> <p><input type="checkbox"/> <b>3c: Engaging Students in Learning</b>          Activities and Assignments          Grouping of Students          Instructional Materials and resources          Structure and Pacing</p> <p><input type="checkbox"/> <b>3d: Using Assessment in Instruction</b>          Assessment Criteria          Monitoring of Student learning          Feedback to Students          Student Self-Assessment and Monitoring of Progress</p> <p><input type="checkbox"/> <b>3e: Demonstrating Flexibility and Responsiveness</b>          Lesson Adjustment          Response to Students</p>	<p><input type="checkbox"/> <b>Domain 4 : Professional Responsibilities</b></p> <p><input type="checkbox"/> <b>4a: Reflecting on Teaching</b>          Accuracy          Use in Future Teaching</p> <p><input type="checkbox"/> <b>4b: Maintaining Accurate Records</b>          Student Completion of Assignments          Student Progress in Learning          Non-instructional Records</p> <p><input type="checkbox"/> <b>4c: Communicating with Families</b>          Information about the Instructional Program          Information about Individual Students          Engagement of Families in the Instructional Program</p> <p><input type="checkbox"/> <b>4d: Participating in a Professional Community</b>          Relationships with Colleagues          Involvement in a Culture of Professional Inquiry          Service to the School          Participation in School and District Projects</p> <p><input type="checkbox"/> <b>4e: Growing and Developing Professionally</b>          Enhancement of Content Knowledge and Pedagogical Skill          Receptivity to Feedback from Colleagues          Service to the Profession</p> <p><input type="checkbox"/> <b>4f: Demonstrating Professionalism</b>          Integrity and Ethical Conduct</p>

**EASTPORT-SOUTH MANOR CSD  
TEACHER IMPROVEMENT PLAN (TIP)**

Teacher:		Begin Date:	
School:		End Date:	
Evaluator:		Assignment:	

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**Methods/Activities to Improve Criteria**

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**Evidence Accepted as Improvement**

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Signature of Teacher: \_\_\_\_\_

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

Signature of Evaluator: \_\_\_\_\_

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

State 20 and Local 20 Point Conversion Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	98-100
	19	96-97
	18	92-95
Effective	17	87-91
	16	80-86
	15	72-79
	14	61-71
	13	45-60
	12	41-44
	11	39-40
	10	37-38
	9	35-36
Developing	8	31-34
	7	26-30
	6	21-25
	5	16-20
	4	11-15
	3	5-10
Ineffective	2	4
	1	3
	0	0-2

APPR Local 15 Measure for 7-12 Principal: Graduation Rates

Point Conversion Scale

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	62-64
	6	59-61
	5	56-58
	4	53-55
	3	50-52
Ineffective	2	36-49
	1	21-35
	0	0-20

## APPR Local 15 3-6 Principals

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	96-100
	14	92-95
Effective	13	81-91
	12	66-80
	11	45-65
	10	41-44
	9	39-40
	8	37-38
Developing	7	35-36
	6	26-34
	5	21-25
	4	16-20
	3	11-15
Ineffective	2	5-10
	1	3-4
	0	0-2



**Chart A2: State 20 and Local 20  
Point Conversion Scale**

HEDI	Scale Point	% Meeting Target
Highly Effective	20	98-100
	19	96-97
	18	92-95
Effective	17	87-91
	16	80-86
	15	72-79
	14	61-71
	13	45-60
	12	41-44
	11	39-40
	10	37-38
	9	35-36
Developing	8	31-34
	7	26-30
	6	21-25
	5	16-20
	4	11-15
	3	5-10
Ineffective	2	4
	1	3
	0	0-2

## Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

### Kim Marshall Rubric Example

Assessment of Teacher Effectiveness Domain	Domain Score Based on Average of Criteria Scores
Domain 1 A. Planning and Preparation of Learning (10 Criteria)	3.4
Domain 2 B. Classroom Management (10 Criteria)	3.5
Domain 3 C. Delivery of Instruction (10 Criteria)	3.7
Domain 4 D. Monitoring, Assessment, and Follow-up (10 Criteria)	3
Domain 5 E. Family and Community Outreach (10 Criteria)	2.9
Domain 6 F. Professional Responsibilities (10 Criteria)	3.6
Total Rubric Score	<b>20.1 / 6 = 3.35</b>
HEDI Rating	<b>Effective</b>
Sub-Component Score (Using conversion chart)	<b>58.8</b>

Eastport-South Manor Central School District

**P.I.P – (Principal Improvement Plan)\***

*Goals to improve principal performance*

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

**Principal** \_\_\_\_\_ **School** \_\_\_\_\_ **Date** \_\_\_\_\_

1 What does the principal need to change?

1.

2. What evidence will demonstrate that the principal has changed?

1.

3. What is the time frame in which the change must occur?

1.

2.

4 Are there intermediate benchmarks that will indicate progress? If so, when should these occur?

1.

5. What, directives, recommendations, requirements, and/or suggestions have been given to the principal?

1.

6. What resources, guidance, follow-up will be provided for the principal? Indicate dates for monthly meetings.

1.



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

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

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

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

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

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

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

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

**Signatures, dates**

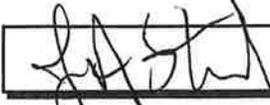
Superintendent Signature:      Date:

      6/12/15

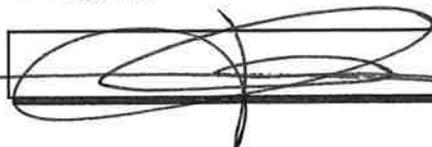
Teachers Union President Signature:      Date:

      6/12/15

Administrative Union President Signature:      Date:

      6/12/15

Board of Education President Signature:      Date:

      6/12/15

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

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

Superintendent / District Superintendent / Chancellor Signature:      Date:

 6/12/15