



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

Commissioner of Education
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July 10, 2014

Revised

Dr. Kishore Kuncham, Superintendent
Freeport Union Free School District
235 N. Ocean Avenue
Freeport, NY 11520

Dear Superintendent Kuncham

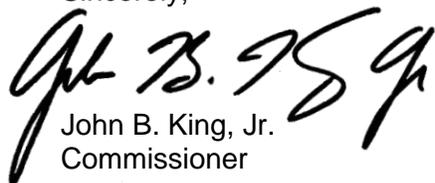
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dr. Thomas Rogers

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, November 12, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280209030000

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

280209030000

1.2) School District Name: FREEPORT UFSD

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

FREEPORT UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, July 09, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Measures of Academic Progress for Primary Grades
1	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYSTP ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYSTP ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For grade 1-2 ELA and Math teachers: A school-wide measure is used where HEDI points are assigned based on the growth in the percentage of students in the building who score Level 3 or above on the Grade 4 ELA State Assessments as compared to the prior year’s performance of the same cohort of students who scored Level 3 or above on the Grade 3 ELA State Assessment. See the HEDI category performance level boxes below for a point-by-point percentage increase to HEDI point conversion.

For students who were not present in the prior year's cohort of students who took the NYS Grade 3 ELA State assessment in the district, the district will use baseline data to set a minimum rigor expectation for growth. HEDI points for this SLO will be assigned based on the percentage of students who meet or exceed the minimum rigor expectation for growth (using the grade 3 0-100% scale). The result of this SLO will be weighted proportionately with the results of the school wide SLO, based on the number of students within each SLO, to arrive at a final HEDI score.

Grade 3 teachers will use a SLO for the Comparable Growth Measure. The baseline data will include NWEA Reading scores and historical data. The growth targets will be individual for each student based on baseline data. Teachers and principals will set the targets and principals will approve the targets. The HEDI point assignment will use the results of the NYS grade 3 ELA assessment and points will be awarded based on the percentages of students that met or exceeded their individual growth targets.

For all Kindergarten teachers: The expectation for each Kindergarten student is to grow by reaching proficiency in the Measures of Academic Progress (Primary Grades) at the end of the year, which is an RIT score defined by the vendor. The grade-wide change in the percentage of students who are proficient for Reading for the Map for Primary Grade Assessments at the end of the year as compared to the percentage of students who were at the score of proficiency for the fall Reading Assessment at the beginning of the year. This will be averaged equally with the grade-wide change in the percentage of students who are at proficiency for the Math Assessment at the end of the year as compared to the percentage of students who were at proficiency for the Math Assessment at the beginning of the year. This average will be the overall grade-wide change in the percent proficient in Reading and Math from the beginning of the year to the end of the year. Based on the overall grade-wide change in the percentage of students who meet proficiency, a corresponding 0-20 point HEDI score will be used to determine ratings and points.

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

For grades 1-2 teachers: If proficiency rates in the cohort increase by 6.1% or higher from grade 3 to grade 4 then teachers will be determined to be highly effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 3 to grade 4 as follows:

7.1% growth or more = 20 points;

6.6-7.0% = 19 points

6.1-6.5% = 18 points

For grade 3 teachers: If 95% - 100% of students meet or exceed their individual target goals on the Grade 3 NYSTP ELA exam, then these teachers will receive a HEDI score of highly effective and be awarded points as follows:

99-100% = 20 points;

97-98% = 19 points

95-96% = 18 points

For all Kindergarten teachers:
Highly Effective:
% Proficient Increase HEDI Score
+7.1% or more 20
+6.6-7.0% 19
+6.1-6.5% 18

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

For grades 1-2 teachers: If proficiency rates in the cohort increase by 1.6-6.0 % grade 3 to grade 4 then teachers will be determined to be effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 3 to grade 4 as follows:

5.6-6.0% = 17
5.1-5.5% = 16
4.6-5.0% = 15
4.1-4.5% = 14
3.6-4.0% = 13
3.1-3.5% = 12
2.6-3.0% = 11
2.1-2.5% = 10
1.6-2.0% = 9

For grade 3 teachers: If 40% - 94% of students meet or exceed their individual target goals on the Grade 3 NYSTP ELA exam, then these teachers will receive a HEDI score of effective and be awarded points as follows:

90-94% = 17
85-89% = 16
80-84% = 15
75-79% = 14
70-74% = 13
65-69% = 12
60-64% = 11
50-59% = 10
40-49% = 9

For all Kindergarten teachers:

Effective:
+5.6-6.0% 17
+5.1-5.5% 16
+4.6-5.0% 15
+4.1-4.5% 14
+3.6-4.0% 13
+3.1-3.5% 12
+2.6-3.0% 11
+2.1-2.5% 10
+1.6-2.0% 9

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

For grades 1-2 teachers: If proficiency rates in the cohort increase by .2-1.5% from grade 3 to grade 4 then teachers will be determined to be developing. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 3 to grade 4 as follows:

1.0-1.5% = 8
.6-.9% = 7
.5% = 6
.4% = 5
.3% = 4

.2% = 3

For grade 3 teachers: If 5% - 39% of students meet or exceed their individual target goals on the Grade 3 NYSTP ELA exam, then these teachers will receive a HEDI score of developing and be awarded points as follows:

30-39% = 8

20-29% = 7

18-19% = 6

15-17% = 5

10-14% = 4

5-9% = 3

For all Kindergarten teachers:

Developing

+1.0-1.5 % 8

+ .6 - .9 % 7

+ .5% 6

+ .4% 5

+ .3% 4

+ .2% 3

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

For grades 1-2 teachers: If proficiency rates in the cohort increase by <0-.1% or from grade 3 to grade 4 then teachers will be determined to be ineffective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 3 to grade 4 as follows:

.1% = 2

0% = 1

<0% = 0

For grade 3 teachers: If 0% - 4% of students meet or exceed their individual target goals on the Grade 3 NYSTP ELA exam, then these teachers will receive a HEDI score of ineffective and be awarded points as follows:

3-4% = 2

1-2% = 1

0% = 0

For all Kindergarten teachers:

Ineffective

+ .1% 2

0% 1

<0 0

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Measures for Academic progress for Primary Grades

1	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYSTP Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 4 NYSTP Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For grade 1-2 ELA and Math teachers: A school-wide measure is used where HEDI points are assigned based on the growth in the percentage of students in the building who score Level 3 or above on the Grade 4 ELA State Assessments as compared to the prior year's performance of the same cohort of students who scored Level 3 or above on the Grade 3 ELA State Assessment. See the HEDI category performance level boxes below for a point-by-point percentage increase to HEDI point conversion. For students who were not present in the prior year's cohort of students who took the NYS Grade 3 ELA State assessment in the district, the district will use baseline data to set a minimum rigor expectation for growth. HEDI points for this SLO will be assigned based on the percentage of students who meet or exceed the minimum rigor expectation for growth (using the grade 3 0-100% scale). The result of this SLO will be weighted proportionately with the results of the school wide SLO, based on the number of students within each SLO, to arrive at a final HEDI score.

Grade 3 teachers will use a SLO for the Comparable Growth Measure. The baseline data will include NWEA Math scores and historical data. The growth targets will be individual for each student based on baseline data. Teachers and principals will set the targets and principals will approve the targets. The HEDI point assignment will use the results of the NYS grade 3 Math assessment and points will be awarded based on the percentages of students that met or exceeded their individual growth targets.

For all Kindergarten teachers: The expectation for each Kindergarten student is to grow by reaching proficiency in the Measures of Academic Progress(Primary Grades) at the end of the year, which is an RIT score defined by the vendor. The grade-wide change in the percentage of students who are proficient for Reading for the Map for Primary Grade Assessments at the end of the year as compared to the percentage of students who were at the score of proficiency for the fall Reading Assessment at the beginning of the year. This will be averaged equally with the grade-wide change in the percentage of students who are at proficiency for the Math Assessment at the end of the year as compared to the percentage of students who were are at proficiency for the Math

Assessment at the beginning of the year. This average will be the overall grade-wide change in the percent proficient in Reading and Math from the beginning of the year to the end of the year. Based on the overall grade-wide change in the percentage of students who meet proficiency, a corresponding 0-20 point HEDI score will be used to determine ratings and points.

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

For grades 1-2 teachers: If proficiency rates in the cohort increase by 6.1% or higher from grade 3 to grade 4 then teachers will be determined to be highly effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 3 to grade 4 as follows:
7.1% growth or more = 20 points;
6.6-7.0% = 19 points
6.1-6.5% = 18 points

For grade 3 teachers: If 95% - 100% of students meet or exceed their individual target goals on the Grade 3 NYSTP Math exam, then these teachers will receive a HEDI score of highly effective and be awarded points as follows:
99-100% = 20 points;
97-98% = 19 points
95-96% = 18 points

For all Kindergarten teachers:
Highly Effective:
% Proficient Increase HEDI Score
+7.1% or more 20
+6.6-7.0% 19
+6.1-6.5% 18

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

For grades 1-2 teachers: If proficiency rates in the cohort increase by 1.6-6.0 % grade 3 to grade 4 then teachers will be determined to be effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 3 to grade 4 as follows:

5.6-6.0% = 17
5.1-5.5% = 16
4.6-5.0% = 15
4.1-4.5% = 14
3.6-4.0% = 13
3.1-3.5% = 12
2.6-3.0% = 11
2.1-2.5% = 10
1.6-2.0% = 9

For grade 3 teachers: If 40% - 94% of students meet or exceed their individual target goals on the Grade 3 NYSTP Math exam, then these teachers will receive a HEDI score of effective and be awarded points as follows:
90-94% = 17
85-89% = 16
80-84% = 15
75-79% = 14
70-74% = 13
65-69% = 12
60-64% = 11
50-59% = 10

40-49% = 9

For all Kindergarten teachers:

Effective:

+5.6-6.0% 17

+5.1-5.5% 16

+4.6-5.0% 15

+4.1-4.5% 14

+3.6-4.0% 13

+3.1-3.5 12

+2.6-3.0% 11

+2.1-2.5% 10

+1.6-2.0% 9

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

For grades 1-2 teachers: If proficiency rates in the cohort increase by .2-1.5% from grade 3 to grade 4 then teachers will be determined to be developing. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 3 to grade 4 as follows:

1.0-1.5% = 8

.6-.9% = 7

.5% = 6

.4% = 5

.3% = 4

.2% = 3

For grade 3 teachers: If 5% - 39% of students meet or exceed their individual target goals on the Grade 3 NYSTP Math exam, then these teachers will receive a HEDI score of developing and be awarded points as follows:

30-39% = 8

20-29% = 7

18-19% = 6

15-17% = 5

10-14% = 4

5-9% = 3

For all Kindergarten teachers:

Developing

+1.0-1.5 8

+.6 - .9 7

+.5% 6

+.4% 5

+.3% 4

+.2% 3

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

For grades 1-2 teachers: If proficiency rates in the cohort increase by <0-.1% or from grade 3 to grade 4 then teachers will be determined to be ineffective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 3 to grade 4 as follows:

.1% = 2

0% = 1

<0% = 0

For grade 3 teachers: If 0% - 4% of students meet or exceed their individual target goals on the Grade 3 NYSTP Math exam, then these teachers will receive a HEDI score of ineffective and

be awarded points as follows:

3-4% = 2

1-2% = 1

0% = 0

For all Kindergarten teachers:

Ineffective

+ .1% 2

0% 1

<0 0

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 Teachers
7	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 8 ELA exam, NYS Grade 8 Math exam
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

“ For grade 7 science teachers: A school-wide measure is used where HEDI points are assigned based on the growth in the percentage of students in the building who score Level 3 or above on the Grade 8 ELA and Math State Assessments as compared to the prior year’s performance of the same cohort of students who scored Level 3 or above on the Grade 7 ELA and Math State Assessments. See the HEDI category performance level boxes below for a point-by-point percentage increase to HEDI point conversion. For students who were not present in the prior year’s cohort of students who took the NYS Grade 7 ELA and Math State assessments in the district, the district will use baseline data to set a minimum rigor expectation for growth. HEDI points for this SLO will be assigned based on the percentage of students who meet or exceed the minimum rigor expectation for growth (using the grade 8 0-100% scale). The result of this SLO will be weighted proportionately with the results of the school wide SLO, based on the number of students within each SLO, to arrive at a final HEDI score.”.

Grade 8 science teachers will use a SLO for the Comparable Growth Measure. The baseline data will include historical data and first quarter assessment results. The growth targets will be

individual for each student based on baseline data. Teachers and principals will set the targets and principals will approve the targets. The HEDI point assignment will use the results of the 8th Grade NYS Science Assessment and points will be awarded based on the percentages of students that met or exceeded their individual growth targets.

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

If proficiency rates in ELA and Math combined in the cohort increase by 6.1% or higher from grade 7 to grade 8 then teachers will be determined to be highly effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:
7.1% growth or more = 20 points;
6.6-7.0% = 19 points
6.1-6.5% = 18 points

For Grade 8 science teachers: If 95% - 100% of students meet or exceed their target goal on the post test, then these teachers will be rated highly effective and receive a HEDI score of 18-20 as follows:
99-100% = 20 points;
97-98% = 19 points
95-96% = 18 points

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

If proficiency rates in the cohort increase by 1.6-6.0% from grade 7 to grade 8 then teachers will be determined to be effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:
5.6-6.0% = 17
5.1-5.5% = 16
4.6-5.0% = 15
4.1-4.5% = 14
3.6-4.0% = 13
3.1-3.5% = 12
2.6-3.0% = 11
2.1-2.5% = 10
1.6-2.0% = 9

For grade 8 science teachers: If 40% - 94% of students meet or exceed their target goal on the post test, then these teachers will be rated effective and receive a HEDI score of 9-17 as follows:
90-94% = 17
85-89% = 16
80-84% = 15
75-79% = 14
70-74% = 13
65-69% = 12
60-64% = 11
50-59% = 10
40-49% = 9

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

If proficiency rates in the cohort increase by .2-1.5% from grade 7 to grade 8 then teachers will be determined to be developing. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:
1.0-1.5% = 8

.6-.9% = 7
 .5% = 6
 .4% = 5
 .3% = 4
 .2% = 3

For grade 8 science teachers: If 5-39% of students meet or exceed their target goal on the post test, then these teachers will be rated developing receive a HEDI score of 3-8 as follows:

30-39% = 8
 20-29% = 7
 18-19% = 6
 15-17% = 5
 10-14% = 4
 5-9% = 3

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

If proficiency rates in ELA and Math combined in the cohort increase by <0-.1% grade 7 to grade 8 then teachers will be determined to be Ineffective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:

.1% = 2
 0% = 1
 <0% = 0

For grade 8 science teachers: If 0% - 4% of students meet or exceed their target goal on the post test, then these teachers will be rated ineffective and receive a HEDI score of 0-2 as follows:

3-4% = 2
 1-2% = 1
 0% = 0

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	Common Branch Teachers
7	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 8 ELA exam, NYS Grade 8 Math exam
8	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 8 ELA exam, NYS Grade 8 Math exam

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

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

For grade 7 and 8 Social Studies Teachers: A school-wide measure is used where HEDI points are assigned based on the growth in the percentage of students in the building who score Level 3 or above on the Grade 8 ELA and Math State Assessments as compared to the prior year's performance of the same cohort of students who scored Level 3 or above on the Grade 7 ELA and Math State Assessments. See the HEDI category performance level boxes below for a point-by-point percentage increase to HEDI point conversion. For students who were not present in the prior year's cohort of students who took the NYS Grade 7 ELA and Math State assessments in the district, the district will use baseline data to set a minimum rigor expectation for growth. HEDI points for this SLO will be assigned based on the percentage of students who meet or exceed the minimum rigor expectation for growth (using the grade 8 0-100% scale in Task 2.4 above). The result of this SLO will be weighted proportionately with the results of the school wide SLO, based on the number of students within each SLO, to arrive at a final HEDI score.

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

If proficiency rates in ELA and Math combined in the cohort increase by 6.1% or higher from grade 7 to grade 8 then teachers will be determined to be highly effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:
7.1% growth or more = 20 points;
6.6-7.0% = 19 points
6.1-6.5% = 18 points

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

If proficiency rates in the cohort increase by 1.6-6.0% from grade 7 to grade 8 then teachers will be determined to be effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:
5.6-6.0% = 17
5.1-5.5% = 16
4.6-5.0% = 15
4.1-4.5% = 14
3.6-4.0% = 13
3.1-3.5% = 12
2.6-3.0% = 11
2.1-2.5% = 10
1.6-2.0% = 9

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

If proficiency rates in the cohort increase by .2-1.5% from grade 7 to grade 8 then teachers will be determined to be developing. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:
1.0-1.5% = 8
.6-.9% = 7
.5% = 6
.4% = 5
.3% = 4
.2% = 3

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

If proficiency rates in ELA and Math combined in the cohort increase by <0-.1% grade 7 to grade 8 then teachers will be determined to be Ineffective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:

.1% = 2
 0% = 1
 <0% = 0

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Common Core/ Comprehensive English Regents Assessment, NYS Global History and Geography Regents Assessment, NYS U.S. History and Government Regents Assessment, NYS Living Environment Regents Assessment, NYS Earth Science Regents Assessment, NYS Chemistry Regents Assessment, NYS Physics Regents Assessment, NYS Common Core/Integrated Algebra Regents Assessment, NYS Gemetry Regents Assessment, NYS Algebra 2/Trigonometry Regents 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.	<p>For Global 1 teachers: Points will be awarded based on the percentage of students school-wide meeting the district's minimum rigor expectation for growth of passing at a score of 65 or higher on the January and/or June Regents. The higher score will be used if the student takes either both the January and June Regents or if the student takes both the NYS Comprehensive English/Common Core English Regents Exam or the NYS Integrated Algebra/Common Core Algebra Regents exams. Each Regents indicated above is connected to a 2 point chart listed below. The points earned for each Regents will be combined to result in a 20 point HEDI score. Regular rounding rules will apply, but in no case will rounding result in the teacher moving from one scoring band to the next. If proficiency results for students for a particular Regents are at 90% or higher, 2 points will be earned regardless of the points assignment chart listed below.</p> <p>Percent Passed Points < X + 0% = 0 points</p>
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- X + (0-.5%) = 1 point
- X + (.6 – 1.0%) = 1.5 points
- X + (1.1 – 1.5%) = 1.6 points
- X + (1.6 – 2.0%) = 1.7 points
- X + (2.1-2.5%) = 1.8 points
- X + (2.6 – 3.0%) = 1.9 points
- X + (3.1 - 4.9%) = 2 points
- X + (5.0% or higher) = 2.2 points

To determine the value of X in the chart above: Number of regents scores reaching proficiency in the previous year divided by the total number of regents taken. X will represent the proficiency rates from the prior year’s specific Regents exam results and represent the baseline for proficiency for the current year’s cohort of students taking Regents exams.

In no case will a teacher’s component score exceed 20 points.”

- If the total points are equal to:
- 18-20: Highly Effective
 - 9-17: Effective
 - 3-8: Developing
 - 0-2: Ineffective

Global 2 and American History Teachers will use a SLO for the Comparable Growth Measure. The baseline data will include historical data and first quarter assessment results. The growth targets will be individual for each student based on baseline data. Teachers and principals will set the targets and principals will approve the targets. The HEDI point assignment will use the results of the associated NYS Regents Assessment and points will be awarded based on the percentages of students that met or exceeded their individual growth targets.

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

- For Global 1:
If the total points earned are equal to:
- 20: Highly Effective
 - 19: Highly Effective
 - 18: Highly Effective

- For Global 2 and American History:
If 95% - 100% of students meet or exceed their target goal on the Global 2 or American History Regents, then these teachers will receive a rating of highly effective and a HEDI score of 18-20 as follows:
- 99-100% = 20 points;
 - 97-98% = 19 points
 - 95-96% = 18 points

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

- For Global 1:
If the total points earned are equal to:
- 17: Effective
 - 16: Effective
 - 15: Effective
 - 14: Effective
 - 13: Effective

12: Effective
11: Effective
10: Effective
9: Effective

For Global 2 and American History social studies teachers: If 40% - 94% of students meet or exceed their target goal on the Global 2 or American History Regents, then these teachers will be rated effective and receive a HEDI score of 9-17 as follows:
90-94% = 17
85-89% = 16
80-84% = 15
75-79% = 14
70-74% = 13
65-69% = 12
60-64% = 11
50-59% = 10
40-49% = 9

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

For Global 1:
If the total points earned are equal to:
8: Developing
7: Developing
6: Developing
5: Developing
4: Developing
3: Developing
If 5-39% of students meet or exceed their target goal on the Global 2 or American History Regents, then these teachers will be rated developing receive a HEDI score of 3-8 as follows:
30-39% = 8
20-29% = 7
18-19% = 6
15-17% = 5
10-14% = 4
5-9% = 3

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

For Global 1:
If the total points earned are equal to:
2: Ineffective
1: Ineffective
0: Ineffective
If 0% - 4% of students meet or exceed their target goal on the Global 2 or American History Regents, then these teachers will receive a HEDI score of 0-2 as follows:
3-4% = 2
1-2% = 1
0% = 0

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.	Living Environment, Earth Science, Chemistry and Physics teachers will use a SLO for the Comparable Growth Measure. The baseline data will include historical data and first quarter assessment results. The growth targets will be individual for each student based on baseline data. Teachers and principals will set the targets and principals will approve the targets. The HEDI point assignment will use the results of the associated NYS Regents Assessment and points will be awarded based on the percentages of students that met or exceeded their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 95% - 100% of students meet or exceed their target goal on the Living Environment, Earth Science, Chemistry or Physics regents , then these teachers will be rated Highly Effective and receive a HEDI score of 18-20 as follows: 99-100% = 20 points; 97-98% = 19 points 95-96% = 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	If 40% - 94% of students meet or exceed their target goal on the Living Environment, Earth Science, Chemistry or Physics regents , then these teachers will be rated Effective and receive a HEDI score of 9-17 as follows: 90-94% = 17 85-89% = 16 80-84% = 15 75-79% = 14 70-74% = 13 65-69% = 12 60-64% = 11 50-59% = 10 40-49% = 9
Developing (3 - 8 points) Results are below District goals for similar students.	If 5-39% of students meet or exceed their target goal on the Living Environment, Earth Science, Chemistry or Physics regents , then these teachers will be rated Developing and receive a HEDI score of 3-8 as follows: 30-39% = 8 20-29% = 7 18-19% = 6 15-17% = 5 10-14% = 4 5-9% = 3

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

If 0% - 4% of students meet or exceed their target goal on the Living Environment, Earth Science, Chemistry or Physics regents , then these teachers will be rated Ineffective and receive a HEDI score of 0-2 as follows:
 3-4% = 2
 1-2% = 1
 0% = 0

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.

Algebra 1, Geometry and Algebra 2 teachers will use a SLO for the Comparable Growth Measure. The baseline data will include historical data and first quarter assessment results. The growth targets will be individual for each student based on baseline data. Teachers and principals will set the targets and principals will approve the targets. The HEDI point assignment will use the results of the associated NYS Regents Assessment and points will be awarded based on the percentages of students that met or exceeded their individual growth targets.

The Freeport School District will be administering the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents. If a student takes both exams for either ELA or Algebra, the higher of the two scores will be used.

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

If 95% - 100% of students meet or exceed their target goal on the Algebra 1 , Geometry, or Algebra 2 Regents, then these teachers will be rated Highly Effective and receive a HEDI score of 18-20 as follows:
 99-100% = 20 points;
 97-98% = 19 points
 95-96% = 18 points

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

If 40% - 94% of students meet or exceed their target goal on the Algebra 1 , Geometry, or Algebra 2 Regents, then these teachers will be rated Effective and receive a HEDI score of 9-17 as

follows:
 90-94% = 17
 85-89% = 16
 80-84% = 15
 75-79% = 14
 70-74% = 13
 65-69% = 12
 60-64% = 11
 50-59% = 10
 40-49% = 9

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

If 5-39% of students meet or exceed their target goal on the Algebra 1 , Geometry, or Algebra 2 Regents, then these teachers will be rated developing and receive a HEDI score of 3-8 as follows:

30-39% = 8
 20-29% = 7
 18-19% = 6
 15-17% = 5
 10-14% = 4
 5-9% = 3

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

If 0% - 4% of students meet or exceed their target goal on the Algebra 1 , Geometry, or Algebra 2 Regents, then these teachers will be rated Ineffective and receive a HEDI score of 0-2 as follows:

3-4% = 2
 1-2% = 1
 0% = 0

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Common Core/ Comprehensive English Regents Assessment, NYS Global History and Geography Regents Assessment, NYS U.S. History and Government Regents Assessment, NYS Living Environment Regents Assessment, NYS Earth Science Regents Assessment, NYS Chemistry Regents Assessment, NYS Physics Regents Assessment, NYS Common Core/Integrated Algebra Regents Assessment, NYS Gemetry Regents Assessment, NYS Algebra 2/Trigonometry Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Common Core/ Comprehensive English Regents Assessment, NYS Global History and Geography Regents Assessment, NYS U.S. History and Government Regents Assessment, NYS Living Environment Regents Assessment, NYS Earth Science Regents Assessment, NYS Chemistry Regents Assessment, NYS Physics Regents Assessment, NYS Common Core/Integrated Algebra Regents Assessment, NYS Gemetry Regents Assessment, NYS Algebra 2/Trigonometry Regents Assessment
Grade 11 ELA	Regents assessment	NYS Common Core/Comprehensive English Regent Examination

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

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

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

For English Grade 9 and 10 teachers: Points will be awarded based on the percentage of students school-wide meeting the district's minimum rigor expectation for growth of passing at a score of 65 or higher on the January and/or June Regents. The higher score will be used if the student takes either both the January and June Regents or if the student takes both the NYS Comprehensive English/Common Core English Regents Exam or the NYS Integrated Algebra/Common Core Algebra Regents exams. Each Regents indicated above is connected to a 2 point chart listed below. The points earned for each Regents will be combined to result in a 20 point HEDI score. Regular rounding rules will apply, but in no case will rounding result in the teacher moving from one scoring band to the next. If proficiency results for students for a particular Regents are at 90% or higher, 2 points will be earned regardless of the points assignment chart listed below.

Percent Passed Points

$< X + 0\% = 0$ points

$X + (0 - .5\%) = 1$ point

$X + (.6 - 1.0\%) = 1.5$ points

$X + (1.1 - 1.5\%) = 1.6$ points

$X + (1.6 - 2.0\%) = 1.7$ points

$X + (2.1 - 2.5\%) = 1.8$ points

$X + (2.6 - 3.0\%) = 1.9$ points

$X + (3.1 - 4.9\%) = 2$ points

$X + (5.0\% \text{ or higher}) = 2.2$ points

To determine the value of X in the chart above: Number of regents scores reaching proficiency in the previous year divided by the total number of regents taken. X will represent the proficiency rates from the prior year's specific Regents exam results and represent the baseline for proficiency for the current year's cohort of students taking Regents exams.

In no case will a teacher's component score exceed 20 points.

If the total points are equal to:

18-20: Highly Effective

9-17: Effective

3-8: Developing

0-2: Ineffective

Grade 11 ELA Teachers will use a SLO for the Comparable Growth Measure. The baseline data will include historical data

and first quarter assessment results. The growth targets will be individual for each student based on baseline data. Teachers and principals will set the targets and principals will approve the targets. The HEDI point assignment will use the results of the associated NYS Regents Assessment and points will be awarded based on the percentages of students that met or exceeded their individual growth targets. The higher of the two scores will be used for APPR purposes.

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

Grade 9 and 10 ELA Teachers
If the total points earned are equal to:
20: Highly Effective
19: Highly Effective
18: Highly Effective

If 95% - 100% of students meet or exceed their target goal on the Grade 11 ELA Regents, then these teachers will receive a rating of highly effective and a HEDI score of 18-20 as follows:
99-100% = 20 points;
97-98% = 19 points
95-96% = 18 points

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

Grade 9 and 10 ELA Teachers
If the total points earned are equal to:
17: Effective
16: Effective
15: Effective
14: Effective
13: Effective
12: Effective
11: Effective
10: Effective
9: Effective

For Grade 11 ELA teachers: If 40% - 94% of students meet or exceed their target goal on the Grade 11 ELA Regents, then these teachers will be rated effective and receive a HEDI score of 9-17 as follows:
90-94% = 17
85-89% = 16
80-84% = 15
75-79% = 14
70-74% = 13
65-69% = 12
60-64% = 11
50-59% = 10
40-49% = 9

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

Grade 9 and 10 ELA Teachers
If the total points earned are equal to:
8: Developing
7: Developing
6: Developing
5: Developing
4: Developing
3: Developing

If 5-39% of students meet or exceed their target goal on the Grade 11 ELA Regents, then these teachers will be rated developing receive a HEDI score of 3-8 as follows:

- 30-39% = 8
- 20-29% = 7
- 18-19% = 6
- 15-17% = 5
- 10-14% = 4
- 5-9% = 3

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

Grade 9 and 10 ELA Teachers
 If the total points earned are equal to:
 2: Ineffective
 1: Ineffective
 0: Ineffective

If 0% - 4% of students meet or exceed their target goal on the Grade 11 ELA Regents, then these teachers will receive a HEDI score of 0-2 as follows:
 3-4% = 2
 1-2% = 1
 0% = 0

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
Art (9-12)	School/BOCES-wide/group/team results based on State	NYS Common Core/ Comprehensive English Regents Assessment, NYS Global History and Geography Regents Assessment, NYS U.S. History and Government Regents Assessment, NYS Living Environment Regents Assessment, NYS Earth Science Regents Assessment, NYS Chemistry Regents Assessment, NYS Physics Regents Assessment, NYS Common Core/Integrated Algebra Regents Assessment, NYS Gemetry Regents Assessment, NYS Algebra 2/Trigonometry Regents Assessment
Music(7-12)	District, Regional or BOCES-developed	Freeport School District locally developed grade specific Music Assessment
Physical Education & Health (7-12)	District, Regional or BOCES-developed	Freeport School District locally developed grade specific health/fitness Assessment
Foreign Language (9-12)	School/BOCES-wide/group/team results based on State	NYS Common Core/ Comprehensive English Regents Assessment, NYS Global History and Geography Regents Assessment, NYS U.S. History and Government Regents

		Assessment, NYS Living Environment Regents Assessment, NYS Earth Science Regents Assessment, NYS Chemistry Regents Assessment, NYS Physics Regents Assessment, NYS Common Core/Integrated Algebra Regents Assessment, NYS Gemetry Regents Assessment, NYS Algebra 2/Trigonometry Regents Assessment
Technology (9-12)	School/BOCES-wide/group/team results based on State	NYS Common Core/ Comprehensive English Regents Assessment, NYS Global History and Geography Regents Assessment, NYS U.S. History and Government Regents Assessment, NYS Living Environment Regents Assessment, NYS Earth Science Regents Assessment, NYS Chemistry Regents Assessment, NYS Physics Regents Assessment, NYS Common Core/Integrated Algebra Regents Assessment, NYS Gemetry Regents Assessment, NYS Algebra 2/Trigonometry Regents Assessment
Business Education (9-12)	School/BOCES-wide/group/team results based on State	NYS Common Core/ Comprehensive English Regents Assessment, NYS Global History and Geography Regents Assessment, NYS U.S. History and Government Regents Assessment, NYS Living Environment Regents Assessment, NYS Earth Science Regents Assessment, NYS Chemistry Regents Assessment, NYS Physics Regents Assessment, NYS Common Core/Integrated Algebra Regents Assessment, NYS Gemetry Regents Assessment, NYS Algebra 2/Trigonometry Regents Assessment
Family & Consumer Science (7-8)	School/BOCES-wide/group/team results based on State	NYS Grade 8 ELA exam, NYS Grade 8 Math exam
Art (7-8)	School/BOCES-wide/group/team results based on State	NYS Grade 8 ELA exam, NYS Grade 8 Math exam
Foreign Language (7-8)	School/BOCES-wide/group/team results based on State	NYS Grade 8 ELA exam, NYS Grade 8 Math exam
Technology (7-8)	School/BOCES-wide/group/team results based on State	NYS Grade 8 ELA exam, NYS Grade 8 Math exam
Reading (7-8)	School/BOCES-wide/group/team results based on State	NYS Grade 8 ELA exam, NYS Grade 8 Math exam

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.

Grade 7-12 Music, Health and Physical Education Teachers will use a SLO for the Comparable Growth Measure. The baseline data will include historical data and first quarter assessment results. The growth targets will be individual for each student based on baseline data. Teachers and principals will set the targets and principals will approve the targets. The HEDI point assignment will use the results of the associated Freeport School District Locally developed assessments and points will be awarded based on the percentages of students that met or exceeded their individual growth targets.

Grade 7-8 Family and Consumer Science, Art, Foreign Language, Reading, Technology teachers will use a SLO for the Comparable Growth Measure. For all 7-8 teachers utilizing a school-wide measure: A school-wide measure is used where HEDI points are assigned based on the growth in the percentage of students in the building who score Level 3 or above on the Grade 8 ELA and Math State Assessments as compared to the prior year's performance of the same cohort of students who scored Level 3 or above on the Grade 7 ELA and Math State Assessments. See the HEDI category performance level boxes below for a point-by-point percentage increase to HEDI point conversion. For students who were not present in the prior year's cohort of students who took the NYS Grade 7 ELA and Math State assessments in the district, the district will use baseline data to set a minimum rigor expectation for growth. HEDI points for this SLO will be assigned based on the percentage of students who meet or exceed the minimum rigor expectation for growth (using the grade 7-12 PE and Music 0-100% scale). The result of this SLO will be weighted proportionately with the results of the school wide SLO, based on the number of students within each SLO, to arrive at a final HEDI score."

"For all 9-12 teachers utilizing a school-wide measure: Points will be awarded based on the percentage of students school-wide meeting the district's minimum rigor expectation for growth of passing at a score of 65 or higher on the January and/or June Regents. The higher score will be used if the student takes either both the January and June Regents or if the student takes both the NYS Comprehensive English/Common Core English Regents Exam or the NYS Integrated Algebra/Common Core Algebra Regents exams. Each Regents indicated above is connected to a 2 point chart listed below. The points earned for each Regents will be combined to result in a 20 point HEDI score. Regular rounding rules will apply, but in no case will rounding result in the teacher moving from one scoring band to the next. If proficiency results for students for a particular Regents are at 90% or higher, 2 points will be earned regardless of the points assignment chart listed below.

Percent Passed Points

$< X + 0\% = 0$ points

$X + (0-.5\%) = 1$ point

$X + (.6 - 1.0\%) = 1.5$ points

$X + (1.1 - 1.5\%) = 1.6$ points

$X + (1.6 - 2.0\%) = 1.7$ points

$X + (2.1-2.5\%) = 1.8$ points

$X + (2.6 - 3.0\%) = 1.9$ points

$X + (3.1 - 4.9\%) = 2$ points

$X + (5.0\% \text{ or higher}) = 2.2$ points

To determine the value of X in the chart above: Number of regents scores reaching proficiency in the previous year divided by the total number of regents taken. X will represent the proficiency rates from the prior year's specific Regents exam results and represent the baseline for proficiency for the current year's cohort of students taking Regents exams.

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

For Grade 9-12 Art, Foreign Language, Technology, and Business Education teachers:
If the total points earned are equal to:

If the total points earned are equal to:
20: Highly Effective
19: Highly Effective
18: Highly Effective

If 95% - 100% of students meet or exceed their target goal on the Grade 7-12 Music, Health and Physical Education Freeport School District Locally Developed Assessments, then these teachers will receive a rating of highly effective and a HEDI score of 18-20 as follows:

99-100% = 20 points;
97-98% = 19 points
95-96% = 18 points

If proficiency rates in ELA and Math combined in the cohort increase by 6.1% or higher from grade 7 to grade 8 then teachers will be determined to be highly effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:

7.1% growth or more = 20 points;
6.6-7.0% = 19 points
6.1-6.5% = 18 points

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

For Grade 9-12 Art, Foreign Language, Technology, and Business Education teachers:

17: Effective
16: Effective
15: Effective
14: Effective
13: Effective
12: Effective
11: Effective
10: Effective
9: Effective

If 40-94% of students meet or exceed their target goal on the Grade 7-12 Music, Health and Physical Education Freeport School District Locally Developed Assessments, then these teachers will be rated effective and receive a HEDI score of 9-17 as follows:

90-94% = 17
85-89% = 16
80-84% = 15
75-79% = 14
70-74% = 13
65-69% = 12
60-64% = 11
50-59% = 10
40-49% = 9

If proficiency rates in the cohort increase by 1.6-6.0% from grade 7 to grade 8 then teachers will be determined to be

effective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:

- 5.6-6.0% = 17
- 5.1-5.5% = 16
- 4.6-5.0% = 15
- 4.1-4.5% = 14
- 3.6-4.0% = 13
- 3.1-3.5% = 12
- 2.6-3.0% = 11
- 2.1-2.5% = 10
- 1.6-2.0% = 9

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

For Grade 9-12 Art, Foreign Language, Technology, and Business Education teachers:

If the total points earned are equal to:

- 8: Developing
- 7: Developing
- 6: Developing
- 5: Developing
- 4: Developing
- 3: Developing

If 5% - 39% of students meet or exceed their target goal on the Grade 7-12 Music, Health and Physical Education Freeport School District Locally Developed Assessments, then these teachers will be rated developing and receive a HEDI score of 3-8 as follows:

- 30-39% = 8
- 20-29% = 7
- 18-19% = 6
- 15-17% = 5
- 10-14% = 4
- 5-9% = 3

If proficiency rates in ELA and Math combined in the cohort increase by .2-1.5 % grade 7 to grade 8 then teachers will be determined to be developing. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:

- 1.0-1.5% = 8
- .6-.9% = 7
- .5% = 6
- .4% = 5
- .3% = 4
- .2% = 3

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

For Grade 9-12 Art, Foreign Language, Technology, and Business Education teachers:

If the total points earned are equal to:

2: Ineffective

1: Ineffective

0: Ineffective

If 0% - 4% of students meet or exceed their target goal on the Grade 7-12 Music, Health and Physical Education Freeport School District Locally Developed Assessments, then these teachers will be rated Ineffective and receive a HEDI score of 0-2 as follows:

3-4% = 2

1-2% = 1

0% = 0

If proficiency rates in ELA and Math combined in the cohort increase by <0-.1% grade 7 to grade 8 then teachers will be determined to be Ineffective. Points will be awarded based on the percentage increase of proficiency rates of a cohort from grade 7 to grade 8 as follows:

.1% = 2

0% = 1

<0% = 0

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

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

(No response)

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)
2.14) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, July 08, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for ELA
5	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for ELA
6	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for ELA
7	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for ELA
8	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for ELA

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.	Freeport School District will be using growth as the measure for performance. The growth will be measured using student RIT scores from the fall which will be the baseline assessment and the spring end of year assessment. Individual targets for students are set in the NWEA system for growth and approved by the
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building principals.

Points are determined by dividing the total number of students that met or exceeded the spring individual NWEA RIT targets by the total number of RIT scores. The number is multiplied by 100 to develop a percent. The point scales below will be used to convert the percent to determine the HEDI ratings and points.

The percentage of students that achieve the targeted end of year RIT score will be equated to a point chart. In the absence of a value-added measure the Freeport School District will use a 0-20 point scale to award points.

0-20 Point scale for percent that achieved Spring NWEA Target RIT point growth

If the percent of students that achieve the growth target is equal to 0-5% the teacher will be rated Ineffective and receive points as indicated below.

0% = 0
1-3% = 1
4-5% = 2

If the percent of students that achieve the growth target is equal to 6-39% the teacher will be rated Developing and receive points as indicated below.

6-7% = 3
8-9% = 4
10-11% = 5
12-13% = 6
14-19% = 7
20-39% = 8

If the percent of students that achieve the growth target is equal to 40-64% the teacher will be rated Effective and receive points as indicated below.

40% = 9
41% = 10
42% = 11
43% = 12
44% = 13
45-49% = 14
50-54% = 15
55-59% = 16
60-64 % = 17

If the percent of students that achieve the growth target is equal to 65-100% the teacher will be rated Highly Effective and receive points as indicated below.

65-70 % = 18
71-80 % = 19
81-100% = 20

The overall subcomponent score for the Local Measure will be the average of the Math Assessment HEDI score and the ELA Assessment HEDI score.

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

If the percent of students that achieve the growth target is equal to 75-100% the teacher will be rated Highly Effective and receive points as indicated below.

75-84% = 14
85-100% = 15

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students that achieve the growth target is equal to 40-74% the teacher will be rated Effective and receive points as indicated below. 40% = 8 41-42% = 9 43% = 10 44% = 11 45-50% = 12 51-74% = 13
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students that achieve the growth target is equal to 10-39% the teacher will be rated Developing and receive points as indicated below. 10% = 3 11% = 4 12% = 5 13-19% = 6 20-39% = 7
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students that achieve the growth target is equal to 0-9% the teacher will be rated Ineffective and receive points as indicated below. 2-9% = 2 1% = 1 0% = 0

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for Math
5	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for Math
6	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for Math
7	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for Math
8	4) State-approved 3rd party assessments	Measures of Academic Progress (NWEA) for Math

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.

Freeport School District will be using growth as the measure for performance. The growth will be measured using student RIT scores from the fall which will be the baseline assessment and the spring end of year assessment. Individual targets for students are set in the NWEA system for growth and approved by the building principals.

Points are determined by dividing the total number of students that met or exceeded the spring individual NWEA RIT targets by the total number of RIT scores. The number is multiplied by 100 to develop a percent. The point scales below will be used to convert the percent to determine the HEDI ratings and points.

The percentage of students that achieve the targeted end of year RIT score will be equated to a point chart. In the absence of a value-added measure the Freeport School District will use a 0-20 point scale to award points.

0-20 Point scale for percent that achieved Spring NWEA Target RIT point growth

If the percent of students that achieve the growth target is equal to 0-5% the teacher will be rated Ineffective and receive points as indicated below.

0% = 0
1-3% = 1
4-5% = 2

If the percent of students that achieve the growth target is equal to 6-39% the teacher will be rated Developing and receive points as indicated below.

6-7% = 3
8-9% = 4
10-11% = 5
12-13% = 6
14-19% = 7
20-39% = 8

If the percent of students that achieve the growth target is equal to 40-64% the teacher will be rated Effective and receive points as indicated below.

40% = 9
41% = 10
42% = 11
43% = 12
44% = 13
45-49% = 14
50-54% = 15
55-59% = 16
60-64 % = 17

If the percent of students that achieve the growth target is equal to 65-100% the teacher will be rated Highly Effective and receive points as indicated below.

65-70 % = 18
71-80 % = 19
81-100% = 20

The overall subcomponent score for the Local Measure will be

the average of the Math HEDI Assessment scores and the ELA HEDI Assessment Scores.

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

If the percent of students that achieve the growth target is equal to 85-100% the teacher will be rated Highly Effective and receive points as indicated below.

75-84% = 14
85-100% = 15

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

If the percent of students that achieve the growth target is equal to 40-74% the teacher will be rated Effective and receive points as indicated below.

40% = 8
41-42% = 9
43% = 10
44% = 11
45-50% = 12
51-74% = 13

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

If the percent of students that achieve the growth target is equal to 10-39% the teacher will be rated Developing and receive points as indicated below.

10% = 3
11% = 4
12% = 5
13-19% = 6
20-39% = 7

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

If the percent of students that achieve the growth target is equal to 0-9% the teacher will be rated Ineffective and receive points as indicated below.

2-9% = 2
1% = 1
0% = 0

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school

year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Map for Primary Grades (NWEA) for ELA
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Map for Primary Grades (NWEA) for ELA
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Map for Primary Grades (NWEA) for ELA
3	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (NWEA) for ELA

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

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

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.

Freeport School District will be using growth as the measure for performance. The growth will be measured using student RIT scores from the fall which will be the baseline assessment and the spring end of year assessment. Individual targets for students are set in the NWEA system for growth and approved by the building principals.

Points are determined by dividing the total number of students that met or exceeded the spring individual NWEA RIT targets by the total number of RIT scores. The number is multiplied by 100 to develop a percent. The point scales below will be used to convert the percent to determine the HEDI ratings and points.

The percentage of students that achieve the targeted end of year RIT score will be equated to a point chart. The Freeport School District will use a 0-20 point scale to award points.

The overall subcomponent score for the Local Measure will be the average of the Math HEDI assessment scores and the ELA HEDI assessment scores.

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

If the percent of students that achieve the growth target is equal to 65-100% the teacher will be rated Highly Effective and receive points as indicated below.

65-70 % = 18
71-80 % = 19
81-100% = 20

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

If the percent of students that achieve the growth target is equal to 40-64% the teacher will be rated Effective and receive points as indicated below.

40% = 9
41% = 10
42% = 11
43% = 12
44% = 13
45-49% = 14
50-54% = 15
55-59% = 16
60-64 % = 17

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

If the percent of students that achieve the growth target is equal to 6-39% the teacher will be rated Developing and receive points as indicated below.

6-7% = 3
8-9% = 4
10-11% = 5
12-13% = 6
14-19% = 7
20-39% = 8

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

If the percent of students that achieve the growth target is equal to 0-5% the teacher will be rated Ineffective and receive points as indicated below.

0% = 0
1-3% = 1
4-5% = 2

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) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Map for Primary Grades (NWEA) for Math
1	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Map for Primary Grades (NWEA) for Math
2	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress Map for Primary Grades (NWEA) for Math
3	4) 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Measures of Academic Progress (NWEA) for Math

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

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

<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>Freeport School District will be using growth as the measure for performance. The growth will be measured using student RIT scores from the fall which will be the baseline assessment and the spring end of year assessment. Individual targets for students are set in the NWEA system for growth and approved by the building principals.</p> <p>Points are determined by dividing the total number of students that met or exceeded the spring individual NWEA RIT targets by the total number of RIT scores. The number is multiplied by 100 to develop a percent. The point scales below will be used to convert the percent to determine the HEDI ratings and points.</p> <p>The percentage of students that achieve the targeted end of year RIT score will be equated to a point chart. The Freeport School District will use a 0-20 point scale to award points.</p> <p>The overall subcomponent score for the Local Measure will be the average of the Math HEDI assessment scores and the ELA HEDI assessment scores.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If the percent of students that achieve the growth target is equal to 65-100% the teacher will be rated Highly Effective and receive points as indicated below.</p> <p>65-70 % = 18 71-80 % = 19 81-100% = 20</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If 40-64% of students achieve the end of year target RIT score teachers will be determined to be effective as follows: 60-64% = 17 points</p>

55-59% = 16 points
 50-54% = 15 points
 45-49% = 14 points
 44% = 13 points
 43% = 12 points
 42% = 11 points
 41% = 10 points
 40% = 9 points

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

If the percent of students that achieve the growth target is equal to 6-39% the teacher will be rated Developing and receive points as indicated below.

6-7% = 3
 8-9% = 4
 10-11% = 5
 12-13% = 6
 14-19% = 7
 20-39% = 8

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

If the percent of students that achieve the growth target is equal to 0-5% the teacher will be rated Ineffective and receive points as indicated below.

0% = 0
 1-3% = 1
 4-5% = 2

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	Common Branch Teachers
7	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math
8	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math

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.

Freeport School District will be using growth as the measure for performance. The growth will be measured using student RIT scores from the fall which will be the baseline assessment and the spring end of year assessment. Individual targets for students are set in the NWEA system for growth and approved by the building principals. Points are determined by dividing the total number of students on a teacher's roster that met or exceeded the spring individual NWEA RIT targets by the total number of RIT scores. The number is multiplied by 100 to develop a percent. The point scales below will be used to convert the percent to determine the HEDI ratings and points.

The percentage of students school-wide that achieve the targeted end of year RIT score will be equated to a point chart. The Freeport School District will use a 0-20 point scale to award points. The overall subcomponent score for the Local Measure will be the average of the Math HEDI assessment scores and the ELA HEDI assessment scores.

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

If the percent of students that achieve the growth target is equal to 65-100% the teacher will be rated Highly Effective and receive points as indicated below.

65-70 % = 18
71-80 % = 19
81-100% = 20

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

If 40-64% of students achieve the end of year target RIT score teachers will be determined to be effective as follows:

60-64% = 17 points
55-59% = 16 points
50-54% = 15 points
45-49% = 14 points
44% = 13 points
43% = 12 points
42% = 11 points
41% = 10 points
40% = 9 points

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

If the percent of students that achieve the growth target is equal to 6-39% the teacher will be rated Developing and receive points as indicated below.

6-7% = 3
8-9% = 4
10-11% = 5
12-13% = 6
14-19% = 7
20-39% = 8

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

If the percent of students that achieve the growth target is equal to 0-5% the teacher will be rated Ineffective and receive points as indicated below.

0% = 0
1-3% = 1
4-5% = 2

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	Common Branch Teachers
7	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math
8	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Freeport School District will be using growth as the measure for performance. The growth will be measured using student RIT scores from the fall which will be the baseline assessment and the spring end of year assessment. Individual targets for students are set in the NWEA system for growth and approved by the building principals.</p> <p>Points are determined by dividing the total number of students on a teacher's roster that met or exceeded the spring individual NWEA RIT targets by the total number of RIT scores. The number is multiplied by 100 to develop a percent. The point scales below will be used to convert the percent to determine the HEDI ratings and points.</p> <p>The percentage of students school-wide that achieve the targeted end of year RIT score will be equated to a point chart. The Freeport School District will use a 0-20 point scale to award points. The overall subcomponent score for the Local Measure will be the average of the Math HEDI assessment score and the ELA HEDI assessment score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If the percent of students that achieve the growth target is equal to 65-100% the teacher will be rated Highly Effective and receive points as indicated below.</p> <p>65-70 % = 18 71-80 % = 19 81-100% = 20</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If 40-64% of students achieve the end of year target RIT score teachers will be determined to be effective as follows:</p> <p>60-64% = 17 points 55-59% = 16 points 50-54% = 15 points 45-49% = 14 points 44% = 13 points 43% = 12 points 42% = 11 points 41% = 10 points 40% = 9 points</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If the percent of students that achieve the growth target is equal to 6-39% the teacher will be rated Developing and receive points as indicated below.</p> <p>6-7% = 3 8-9% = 4 10-11% = 5 12-13% = 6 14-19% = 7 20-39% = 8</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>If the percent of students that achieve the growth target is equal to 0-5% the teacher will be rated Ineffective and receive points</p>

grade/subject.

as indicated below.

- 0% = 0
- 1-3% = 1
- 4-5% = 2

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All New York State Regents Examinations
Global 2	6(ii) School wide measure computed locally	All New York State Regents Examinations
American History	6(ii) School wide measure computed locally	All New York State Regents Examinations

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.

<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>The Freeport School District process for assigning HEDI ratings and points is as follows:</p> <p>Ratings and points are earned by comparing the number of Regents passed (65 or higher) by students in each grade from year to year. The district has set a benchmark for the number of Regents that students should pass at the end of each grade as follows:</p> <p>Grade 9 (Year 1): 1 or more Regents passed Grade 10 (Year 2): 3 or more Regents passed Grade 11 (Year 3): 5 or more Regents passed Grade 12 (Year 4): 5 or more Regents passed</p> <p>Percentage increases of students that have met or exceeded the local regent benchmark in comparison to the prior year's percentage of students that have met or exceeded the local regent benchmark are connected to a point scale chart for each grade comparison.</p> <p>Below 0% growth: 0 points 0% growth: 1 point .1-1% growth: 2 points 1.1-2.5% growth: 3 points 2.6-4.0% growth: 4 points 4.1% growth or higher: 5 points</p> <p>Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be</p>
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combined to calculate an overall local assessment subcomponent point score.

That score between 0-20 will be used as indicated below to develop a HEDI Rating.

18-20: Highly Effective

9-17: Effective

3-8: Developing

0-2: Ineffective

For students enrolled in Common Core courses, the District will administer both the NYS Integrated and NYS Common Core Algebra 1 Regents Exams and both the NYS Comprehensive and Common Core English Regents Exams. For both courses, the District will use the higher of the two scores for APPR purposes.

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 18,19 or 20 will be used as indicated below to develop a HEDI Rating.

18-20: Highly Effective

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 9,10,11,12,13,14,15,16 or 17 will be used as indicated below to develop a HEDI Rating.

9-17: Effective

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 3,4,5,6,7 or 8 will be used as indicated below to develop a HEDI Rating.

3-8: Developing

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 0,1 or 2 will be used as indicated below to develop a HEDI Rating.

0-2: Ineffective

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	All New York State Regents Examinations
Earth Science	6(ii) School wide measure computed locally	All New York State Regents Examinations
Chemistry	6(ii) School wide measure computed locally	All New York State Regents Examinations
Physics	6(ii) School wide measure computed locally	All New York State Regents Examinations

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.

<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>The Freeport School District process for assigning HEDI ratings and points is as follows:</p> <p>Ratings and points are earned by comparing the number of Regents passed (65 or higher) by students in each grade from year to year. The district has set a benchmark for the number of Regents that students should pass at the end of each grade as follows:</p> <p>Grade 9 (Year 1): 1 or more Regents passed Grade 10 (Year 2): 3 or more Regents passed Grade 11 (Year 3): 5 or more Regents passed Grade 12 (Year 4): 5 or more Regents passed</p> <p>Percentage increases of students that have met or exceeded the local regent benchmark in comparison to the prior year's percentage of students that have met or exceeded the local regent benchmark are connected to a point scale chart for each grade comparison.</p> <p>Below 0% growth: 0 points 0% growth: 1 point .1-1% growth: 2 points 1.1-2.5% growth: 3 points 2.6-4.0% growth: 4 points 4.1% growth or higher: 5 points</p> <p>Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.</p> <p>That score between 0-20 will be used as indicated below to develop a HEDI Rating.</p> <p>18-20: Highly Effective 9-17: Effective</p>
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3-8: Developing

0-2: Ineffective

For students enrolled in Common Core courses, the District will administer both the NYS Integrated and NYS Common Core Algebra 1 Regents Exams and both the NYS Comprehensive and Common Core English Regents Exams. For both courses, the District will use the higher of the two scores for APPR purposes.

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 18,19 or 20 will be used as indicated below to develop a HEDI Rating.

18-20: Highly Effective

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 3,4,5,6,7 or 8 will be used as indicated below to develop a HEDI Rating.

3-8: Developing

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 9,10,11,12,13,14,15,16, or 17 will be used as indicated below to develop a HEDI Rating.

9-17: Effective

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 0,1 or 2 will be used as indicated below to develop a HEDI Rating.

0-2: Ineffective

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	All New York State Regents Examinations

Geometry	6(ii) School wide measure computed locally	All New York State Regents Examinations
Algebra 2	6(ii) School wide measure computed locally	All New York State Regents Examinations

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The Freeport School District process for assigning HEDI ratings and points is as follows:

Ratings and points are earned by comparing the number of Regents passed (65 or higher) by students in each grade from year to year. The district has set a benchmark for the number of Regents that students should pass at the end of each grade as follows:

Grade 9 (Year 1): 1 or more Regents passed
 Grade 10 (Year 2): 3 or more Regents passed
 Grade 11 (Year 3): 5 or more Regents passed
 Grade 12 (Year 4): 5 or more Regents passed

Percentage increases of students that have met or exceeded the local regent benchmark in comparison to the prior year's percentage of students that have met or exceeded the local regent benchmark are connected to a point scale chart for each grade comparison.

Below 0% growth: 0 points
 0% growth: 1 point
 .1-1% growth: 2 points
 1.1-2.5% growth: 3 points
 2.6-4.0% growth: 4 points
 4.1% growth or higher: 5 points

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

That score between 0-20 will be used as indicated below to develop a HEDI Rating.

18-20: Highly Effective
 9-17: Effective
 3-8: Developing
 0-2: Ineffective

For students enrolled in Common Core courses, the District will administer both the NYS Integrated and NYS Common Core Algebra 1 Regents Exams and both the NYS Comprehensive and Common Core English Regents Exams. For both courses,

the District will use the higher of the two scores for APPR purposes.

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 18,19 or 20 will be used as indicated below to develop a HEDI Rating.

18-20: Highly Effective

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 9,10,11,12,13,14,15,16 or 17 will be used as indicated below to develop a HEDI Rating.

9-17: Effective

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 3,4,5,6,7 or 8 will be used as indicated below to develop a HEDI Rating.

3-8: Developing

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A score of 0,1 or 2 will be used as indicated below to develop a HEDI Rating.

0-2: Ineffective

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	All New York State Regents Examinations
Grade 10 ELA	6(ii) School wide measure computed locally	All New York State Regents Examinations
Grade 11 ELA	6(ii) School wide measure computed locally	All New York State Regents Examinations

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The Freeport School District process for assigning HEDI ratings and points is as follows:

Ratings and points are earned by comparing the number of Regents passed (65 or higher) by students in each grade from year to year. The district has set a benchmark for the number of Regents that students should pass at the end of each grade as follows:

Grade 9 (Year 1): 1 or more Regents passed
Grade 10 (Year 2): 3 or more Regents passed
Grade 11 (Year 3): 5 or more Regents passed
Grade 12 (Year 4): 5 or more Regents passed

Percentage increases of students that have met or exceeded the local regent benchmark in comparison to the prior year's percentage of students that have met or exceeded the local regent benchmark are connected to a point scale chart for each grade comparison.

Below 0% growth: 0 points
0% growth: 1 point
.1-1% growth: 2 points
1.1-2.5% growth: 3 points
2.6-4.0% growth: 4 points
4.1% growth or higher: 5 points

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

The combined score between 0-20 will be used as indicated below to develop a HEDI Rating.

18-20: Highly Effective
9-17: Effective
3-8: Developing
0-2: Ineffective

For students enrolled in Common Core courses, the District will administer both the NYS Integrated and NYS Common Core Algebra 1 Regents Exams and both the NYS Comprehensive and Common Core English Regents Exams. For both courses, the District will use the higher of the two scores for APPR purposes.

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A total score of 18,19 or 20 will be used as indicated below to develop a HEDI Rating of Highly Effective.

18-20: Highly Effective

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

A total score of 9,10,11,12,13,14,15,16 or 17 will be used as indicated below to develop a HEDI Rating of Effective.

9-17: Effective

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A total score of 3,4,5,6,7 or 8 will be used as indicated below to develop a HEDI Rating of Developing.

3-8: Developing

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

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A total score of 0,1 or 2 will be used as indicated below to develop a HEDI Rating of Ineffective.

0-2: Ineffective

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
Art (9-12)	6(ii) School wide measure computed locally	All New York State Regents Examinations
Music (9-12)	6(ii) School wide measure computed locally	All New York State Regents Examinations
Physical Education/Health (9-12)	6(ii) School wide measure computed locally	All New York State Regents Examinations
Foreign Language(9-12)	6(ii) School wide measure computed locally	All New York State Regents Examinations
Technology(9-12)	6(ii) School wide measure computed locally	All New York State Regents Examinations
English as a Second Language (ESL) (9-12)	6(ii) School wide measure computed locally	All New York State Regents Examinations
Business Education (9-12)	6(ii) School wide measure computed locally	All New York State Regents Examinations

Family & Consumer Science (7-8)	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math
Art (k-8)	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math and Primary Grades(K-2)
Music (k-8)	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math and Primary Grades(K-2)
Physical Education/Health (k-8)	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math and Primary Grades(K-2)
Foreign Language (7-8)	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math
Technology (7-8)	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math
English as a Second Language (K-8)	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math and Primary Grades(K-2)
Reading (K-8)	6(ii) School wide measure computed locally	Measures of Academic Progress (NWEA) for ELA and Math and Primary Grades(K-2)

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>For all grade 9-12 teachers of Other Courses, the Freeport School District process for assigning HEDI ratings and points is as follows:</p> <p>Ratings and points are earned by comparing the number of Regents passed (65 or higher) by students in each grade from year to year. The district has set a benchmark for the number of Regents that students should pass at the end of each grade as follows:</p> <p>Grade 9 (Year 1): 1 or more Regents passed Grade 10 (Year 2): 3 or more Regents passed Grade 11 (Year 3): 5 or more Regents passed Grade 12 (Year 4): 5 or more Regents passed</p> <p>Percentage increases of students that have met or exceeded the local regent benchmark in comparison to the prior year's percentage of students that have met or exceeded the local regent benchmark are connected to a point scale chart for each grade comparison.</p> <p>Below 0% growth: 0 points 0% growth: 1 point .1-1% growth: 2 points 1.1-2.5% growth: 3 points 2.6-4.0% growth: 4 points 4.1% growth or higher: 5 points</p> <p>Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment</p>
--	--

subcomponent point score.

That score between 0-20 will be used as indicated below to develop a HEDI Rating.

18-20: Highly Effective
9-17: Effective
3-8: Developing
0-2: Ineffective

For grade K-8 teachers of Other Courses, Freeport School District will be using growth as the measure for performance. The growth will be measured using student RIT scores from the fall which will be the baseline assessment and the spring end of year assessment. Individual targets for students are set in the NWEA system for growth and approved by the building principals.

Points are determined by dividing the total number of students schoolwide that met or exceeded the spring individual NWEA RIT targets by the total number of RIT scores. The number is multiplied by 100 to develop a percent. The point scales below will be used to convert the percent to determine the HEDI ratings and points.

0-20 Point scale for percent that achieved Spring NWEA Target RIT point growth.

If the percent of students that achieve the growth target is equal to 0-5% the teacher will be rated Ineffective and receive points as indicated below.

0% = 0
1-3% = 1
4-5% = 2

If the percent of students that achieve the growth target is equal to 6-39% the teacher will be rated Developing and receive points as indicated below.

6-7% = 3
8-9% = 4
10-11% = 5
12-13% = 6
14-19% = 7
20-39% = 8

If the percent of students that achieve the growth target is equal to 40-64% the teacher will be rated Effective and receive points as indicated below.

40% = 9
41% = 10
42% = 11
43% = 12
44% = 13
45-49% = 14
50-54% = 15
55-59% = 16
60-64 % = 17

If the percent of students that achieve the growth target is equal to 65-100% the teacher will be rated Highly Effective and receive points as indicated below.

65-70 % = 18

71-80 % = 19

81-100% = 20

For all kindergarten teachers, only the Map for Primary Grades for grade K will be used.

For students enrolled in Common Core courses, the District will administer both the NYS Integrated and NYS Common Core Algebra 1 Regents Exams and both the NYS Comprehensive and Common Core English Regents Exams. For both courses, the District will use the higher of the two scores for APPR purposes.

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

For all grade 9-12 teachers of Other Courses, the Freeport School District process for assigning HEDI ratings and points is as follows:

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A total score of 18,19 or 20 will be used as indicated below to develop a HEDI Rating of Highly Effective.

18-20: Highly Effective

If the percent of students that achieve the growth target is equal to 65-100% the teacher will be rated Highly Effective and receive points as indicated below.

65-70 % = 18

71-80 % = 19

81-100% = 20

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

For all grade 9-12 teachers of Other Courses, the Freeport School District process for assigning HEDI ratings and points is as follows: Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A total score of 9,10,11,12,13,14,15,16 or 17 will be used as indicated below to develop a HEDI Rating of Effective.

9-17: Effective

If the percent of students that achieve the growth target is equal to 40-64% the teacher will be rated Effective and receive points

as indicated below.

40% = 9

41% = 10

42% = 11

43% = 12

44% = 13

45-49% = 14

50-54% = 15

55-59% = 16

60-64 % = 17

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

For all grade 9-12 teachers of Other Courses, the Freeport School District process for assigning HEDI ratings and points is as follows: Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A total score of 3,4,5,6,7 or 8 will be used as indicated below to develop a HEDI Rating of Developing.

3-8: Developing

If the percent of students that achieve the growth target is equal to 6-39% the teacher will be rated Developing and receive points as indicated below.

6-7% = 3

8-9% = 4

10-11% = 5

12-13% = 6

14-19% = 7

20-39% = 8

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

For all grade 9-12 teachers of Other Courses, the Freeport School District process for assigning HEDI ratings and points is as follows: Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score.

A total score of 0,1 or 2 will be used as indicated below to develop a HEDI Rating of Ineffective.

0-2: Ineffective

If the percent of students that achieve the growth target is equal to 0-5% the teacher will be rated Ineffective and receive points as indicated below.

0% = 0
1-3% = 1
4-5% = 2

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

(No response)

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.

Freeport Schools-Variance for Local Growth Measure (K-8)
Locally Developed Controls

Adjustments will be made for students classified as current SWD (students with disabilities), and current ELL (English-language learners.) The accommodation will be an adjustment of the final subcomponent score based on the percentage of the student population in one or more of the two categories (number of students in one or more of the two categories divided by the total population of students in the classroom). The adjustment will be as follows: from 20% to 39 %, 1 point will be added, from 40% to 100%, 2 points will be added. In no case, will an adjustment be made to the local subcomponent score by more than 2 points or that results in the subcomponent score exceeding 20 points. The rationale for using an adjustment is the significant difference in the percentage of students within these three categories in classrooms in each of our buildings due to ESL and Special Education programming. In addition classrooms with populations of students of SWD/ELL above 39% in Freeport are either integrated /self-contained special education classrooms, or Dual Language Classrooms. The determination of a student's status is determined by following state and federal regulations. Classrooms with high percentages of SWD and/or ESL students have greater difficulty reaching targets for ELA and Math. Program placement and the equitable distribution of students in classrooms is ensured by the building principal.

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.

Any teacher with more than one measure will have the scores (points) averaged. Each measure will be weighted equally. Normal rounding rules will apply but in no case will rounding result in a teacher moving from one scoring band to the next.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	(No response)
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, July 08, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric
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:

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

For the NYSUT rubric, there are 7 standards, 36 elements and 78 indicators all are evaluated through the observation process. Once the multiple observations are completed the evaluator will use the results from the observations equally to determine a final yearly rating for each standard by following the calculation method below:

Teacher's Calculations

1. For each of the seven standards:

A. The elements are given a rating from 1 to 4 (with 1 being "ineffective", 2 being "developing", 3 being "effective, and 4 being "highly effective"). If any element is rated more than once the scores will be averaged.

B. The average rating for all the elements, within the given standard, is calculated by adding the individual ratings (1 to 4) and then being divided by the number of elements.

C. This average rating will range between 1.000 and 4.000.

D. This is done for each of the seven teacher standards.

2. Each of these average ratings (for each of the seven teacher standards) is then given a weight.

A. The "Knowledge of Students and Student Learning" standard is given a weight of 10 out of 60 (equivalently 0.1667 or 16.67%).

- B. The “Knowledge of Content and Instructional Planning” standard is given a weight of 10 out of 60 (equivalently 0.1667 or 16.67%).
- C. The “Instructional Practice” standard is given a weight of 15 out of 60 (equivalently 0.2500 or 25%).
- D. The “Learning Environment” standard is given a weight of 10 out of 60 (equivalently 0.1667 or 16.67%).
- E. The “Assessment for Student Learning” standard is given a weight of 5 out of 60 (equivalently 0.0833 or 8.33%).
- F. The “Professional Responsibilities and Collaboration” standard is given a weight of 5 out of 60 (equivalently 0.0833 or 8.33%).
- G. The “Professional Growth” standard is given a weight of 5 out of 60 (equivalently 0.0833 or 8.33%).

3. Using these weights (percentages), a weighted overall rating is assigned to the given teacher based on the seven average ratings for each standard. This number will also range between 1.000 and 4.000. The extra precision is to ensure greater accuracy.

4. This weighted average for all seven standards is then multiplied by 100 and rounded off to the nearest whole number to give a raw score. This raw score will range from a minimum of 100 (all categories, for every standard, rated “Ineffective”) to a maximum of 400 (all categories, for every standard, rated “Highly Effective”). Due to the weighting system and the numerous elements within each standard, it is possible for every score between 100 and 400 (inclusive) to be attained.

5. Using this raw score, the total points awarded (from 0 to 60) is determined by looking up this raw score and matching it to the range found within the following table:

Category Raw Score

(Scale 100 - 400) Points Awarded (0 - 60)

Ineffective
Scale Points

- 100 =0
- 101 =1
- 102 =2
- 103 =3
- 104 =4
- 105 =5
- 106 =6
- 107 =7
- 108 =8
- 109 =9
- 110 =10
- 111 =11
- 112 =12
- 113 =13
- 114 =14
- 115 =15
- 116 =16
- 117 =17
- 118 =18
- 119 =19
- 120 =20
- 121 =21
- 122 =22
- 123 =23
- 124 - 125 =24
- 126 =25
- 127 =26
- 128 =27
- 129 =28
- 130 =29
- 131 =30
- 132 =31
- 133 =32
- 134 =33
- 135 =34
- 136 =35
- 137 =36
- 138 =37
- 139 =38
- 140 =39
- 141 =40
- 142 =41
- 143 =42

144 =43
 145 =44
 146 =45
 147 =46
 148 =47
 149 =48
 Developing
 150 - 162 =49
 163 - 174 =50
 175 - 187 =51
 188 - 199 =52
 200 - 212 =53
 213 - 224 =54
 225 - 237 =55
 238 - 249 =56
 Effective
 250 - 299 =57
 300 - 349 =58
 Highly Effective
 350 - 374 =59
 375 - 400 =60

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.

(No response)

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.	If a teacher receives a total raw score of 350-400 on the NYSUT Rubric, (he) will receive a HEDI score of 59-60 as follows: 375-400: 60 points 350-374: 59
Effective: Overall performance and results meet NYS Teaching Standards.	If a teacher receives a total raw score of 250-349 on the NYSUT Rubric, (he) will receive a HEDI score of 57-58 as follows: 300-349: 58 250-299: 57
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	If a teacher receives a total raw score of 150-249 on the NYSUT Rubric, (he) will receive a HEDI score of 49-56 as follows: 239-249: 56 225-238: 55 213-224: 54 200-212: 53 188-199: 52 175-187: 51 163-174: 50 150-162: 49
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	If a teacher receives a total raw score of 100-149 on the NYSUT Rubric, (he) will receive a HEDI score of 0-48 as follows: Scale Points 100 =0 101 =1

102 =2
 103 =3
 104 =4
 105 =5
 106 =6
 107 =7
 108 =8
 109 =9
 110 =10
 111 =11
 112 =12
 113 =13
 114 =14
 115 =15
 116 =16
 117 =17
 118 =18
 119 =19
 120 =20
 121 =21
 122 =22
 123 =23
 124 - 125 =24
 126 =25
 127 =26
 128 =27
 129 =28
 130 =29
 131 =30
 132 =31
 133 =32
 134 =33
 135 =34
 136 =35
 137 =36
 138 =37
 139 =38
 140 =39
 141 =40
 142 =41
 143 =42
 144 =43
 145 =44
 146 =45
 147 =46
 148 =47
 149 =48

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, March 28, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, June 06, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/766135-Df0w3Xx5v6/Teacher Improvement Plan plus Form.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:

APPEAL PROCESS

Appeals of Annual Performance Evaluation Procedures

The following appeal process was negotiated between the Freeport Schools and the Freeport Teachers Association for tenured teachers

who have been rated “ineffective” for two consecutive years.

Appeal of Teacher Evaluation

- a. The second consecutive “ineffective” annual evaluation shall be presented to the teacher at a meeting between the administrator and the teacher by September 1st.
- b. Within five (5) business days of the receipt of the final annual summative from the administrator, the teacher may appeal the summative evaluation or the implementation of the TIP plan, in writing, to the building administrator. The appeal must be hand delivered to the building administrator, and the administrator must date and time-stamp the written appeal.
- c. The written appeal shall articulate in detail the basis of the appeal to the building administrator. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:
 - i. the school district’s adherence to the standards and methodologies required for such review pursuant to Section 3012-c of the Education Law;
 - ii. the school district’s adherence to the Regulations of the Commissioner and compliance with and/or implementation of the terms of the teachers’ improvement plan;
 - iii. the school district’s adherence to the timelines as outlined in the APPR document.
- d. Within five (5) business days of receipt of the appeal, the building administrator shall render his or her determination, in writing, with respect to the appeal. These time frames may be extended by mutual agreement of the parties. But every effort will be made to conduct the appeal in a timely and expeditious manner. Any extension of time frames will be “timely and expeditious in accordance with Education Law 3012-c.
- e. If the appeal is not settled at step d, or an answer has not been received by the teacher in the given time specified in step d, the teacher may within five business days submit the same in writing to the Committee on Appeals. This committee shall consist of the Assistant Superintendent for Personnel or designee, the Assistant Superintendent of Curriculum or designee, the FTA President or designee, the FTA Grievance Chairperson, or a designee of the President, on the part of the Union. A fifth person will be chosen randomly from a predetermined pool of two administrators and two FTA members. The committee will meet for the purpose of resolving the appeal with the following exception:
 - a. Exception: If a second consecutive summative evaluation results in an ineffective rating and the administrator does not meet two or more deadlines within the TIP, without any extenuating reasons, then the District and the Freeport Teachers Association will agree not to move forward with the 3020-a process. The TIP plan will remain in effect for another year.
- f. The committee will meet and render its decision within ten business days of notification of the appeal.
- g. If the committee fails to resolve the appeal, the appeal will be forwarded to the Superintendent of Schools or designee who will have ten (10) business days to render a decision.
- h. The decision of the Superintendent of Schools or designee shall not be grievable, arbitrable, or reviewable in any other forum.
- i. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law section 3020-a. However, the appeal process in its entirety will be in compliance with Education Law 3012-c.
- j. Performance ratings of “ineffective” are the only ratings subject to appeal. Teachers who receive a rating of “highly effective”, “effective” or "developing" shall not be permitted to appeal their rating. Teachers are permitted to attach a rebuttal.
- k. 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’s improvement plan.

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

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

Evaluator Training

a. Freeport Public School District will ensure that all lead evaluators/evaluators have two full days of training before the beginning of each school year and lead evaluators are certified by board of education to complete an individual's performance review. Successful completion of training each year will result in recertification. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel as well as and reputable Educational consultants in the field of Education. Evaluator training will occur locally/regionally and will replicate the recommended SED model certification process incorporating per the 3012c regulations. This training will include the following Requirements for Lead Evaluators:

- i. New York State Teaching Standards and their related elements performance indicators
- ii. Evidence-based observation techniques that are grounded in research
- iii. Application and use of Student Growth Percentile and Value Added Growth Model data
- iv. Application and use of the State-approved teacher rubrics
- v. Application and use of any assessments tools used to evaluate teachers
- vi. Application and use of State-approved locally selected measures of student achievement (NWEA)
- vii. Use of Statewide Instructional Reporting System
- viii. Scoring methodology used to evaluate teachers
- ix. Specific considerations in evaluating teachers of ELLS and students with disabilities
- x. Training methodology to ensure inter-rating reliability

b. Evaluation Team: the team consists of those persons who may be involved in the input/evaluation process of the teacher.

c. Periodic in-service sessions will be conducted to familiarize all members of the evaluation team with the procedures and materials used in the system.

d. Simulation will be used to provide common, controlled experiences for sharpening skills. Educational materials will be drawn from several sources. Subsequent workshops should be built on relevant operational experiences of observers/evaluators.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Thursday, July 10, 2014

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

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

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

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

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

Grades 5-6
Grades 7-8
Grades 9-12

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

Please check the boxes below:

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

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

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

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

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

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

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
Kindergarten Childhood Center	Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	Map for Primary Grades for Reading/Map for Primary Grades for Math
K-4	State assessment	NYS grade 3 ELA/Math assessments/ NYS grade 4 ELA and Math assessments

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.	The expectation for each Kindergarten student is to grow by reaching proficiency in the Measures of Academic Progress(Primary Grades) at the end of the year, which is an
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RIT score defined by the vendor. The grade-wide change in the percentage of students who are proficient for Reading for the Map for Primary Grade Assessments at the end of the year as compared to the percentage of students who were at the score of proficiency for the fall Reading Assessment at the beginning of the year. This will be averaged equally with the grade-wide change in the percentage of students who are at proficiency for the Math Assessment at the end of the year as compared to the percentage of students who were at proficiency for the Math Assessment at the beginning of the year. This average will be the overall grade-wide change in the percent proficient in Reading and Math from the beginning of the year to the end of the year. Based on the overall grade-wide change in the percentage of students who meet proficiency, a corresponding 0-20 point HEDI score will be used to determine ratings and points.

Rating of:

Highly Effective:

% Proficient Increase HEDI Score

+7.1% or more 20

+6.6-7.0% 19

+6.1-6.5% 18

Effective:

+5.6-6.0% 17

+5.1-5.5% 16

+4.6-5.0 15

+4.1-4.5% 14

+3.6-4.0% 13

+3.1-3.5 12

+2.6-3.0 11

+2.1-2.5% 10

+1.6-2.0 9

Developing

+1.0-1.5 8

+ .6 - .9 7

+ .5% 6

+ .4% 5

+ .3% 4

+ .2% 3

Ineffective

+ .1% 2

0 1

<0 0

Principals of K-4 buildings will use a SLO for the Comparable Growth Measure. The baseline data will include NWEA Reading/Math scores and historical data. The growth targets will be individual for each student based on baseline data. Principals of K-4 buildings and the Superintendent will set the targets. The HEDI point assignment will use the results of the NYS grade 3 ELA /Math assessment and points will be awarded based on the percentages of students that met or exceeded their individual growth targets. The percentage of students that meet their individual targets in math will be averaged with the percentage of students that meet their target in ELA to determine an overall

percentage. That percentage will be used to determine the points earned. The points awarded through the SLO will be averaged with the points awarded by the NYSED for grade 4 growth. When averaged they will be weighted based on the number of students in each grade.

For K-4 principals: The state provided growth scores for grade 4 will be weighted proportionally with the results from the grade 3 SLOs based on the number of students in each measure. The weighted scores will be combined to result in the principals score for this subcomponent. Normal rounding rules will apply.

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

Principals of K buildings will be determined to be highly effective based on the percentage increase of proficiency rates of students from fall to spring as follows:

7.1% or more = 20 points;
6.6-7.0% = 19 points
6.1-6.5% = 18 points

For Principals of K-4 buildings: If 95% - 100% of students meet or exceed their individual target goals on the Grade 3 NYSTP ELA/Math exam, then these Principals of K-4 buildings will receive a HEDI score of highly effective and be awarded points as follows:

99-100% = 20 points;
97-98% = 19 points
95-96% = 18 points

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

Principals of K buildings will be determined to be effective based on the percentage increase of proficiency rates of students from fall to spring as follows:

5.6-6.0% = 17
5.1-5.5% = 16
4.6-5.0% = 15
4.1-4.5% = 14
3.6-4.0% = 13
3.1-3.5% = 12
2.6-3.0% = 11
2.1-2.5% = 10

1.6-2.0% = 9

For Principals of K-4 buildings: If 40% - 94% of students meet or exceed their individual target goals on the Grade 3 NYSTP ELA/Math exam, then these Principals of K-4 buildings will receive a HEDI score of effective and be awarded points as follows:

90-94% = 17
85-89% = 16
80-84% = 15
75-79% = 14
70-74% = 13
65-69% = 12
60-64% = 11
50-59% = 10
40-49% = 9

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

Principals of K buildings will be determined to be developing based on the percentage increase of proficiency rates of students from fall to spring as follows:

1.0-1.5% = 8
.6-.9% = 7
.5% = 6
.4% = 5
.3% = 4
.2% = 3

For Principals of K-4 buildings: If 5% - 39% of students meet or exceed their individual target goals on the Grade 3 NYSTP ELA/Math exam, then these Principals of K-4 buildings will receive a HEDI score of developing and be awarded points as follows:

30-39% = 8
20-29% = 7
18-19% = 6
15-17% = 5
10-14% = 4
5-9% = 3

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

Principals of K buildings will be determined to be ineffective based on the percentage increase of proficiency rates of students from fall to spring as follows:

.1% = 2
0% = 1
<0% = 0

For Principals of K-4 buildings: If 0% - 4% of students meet or exceed their individual target goals on the Grade 3 NYSTP ELA/Math exam, then these Principals of K-4 buildings will receive a HEDI score of ineffective and be awarded points as follows:

3-4% = 2
1-2% = 1
0% = 0

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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.	(No response)
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.	(No response)

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, July 08, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress for ELA and Math(NWEA)
7-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress for ELA and Math(NWEA)
9-12	(d) measures used by district for teacher evaluation	All NYS Regents exams

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For Principals of 5-6, 7-8 building configurations:</p> <p>Freeport School District will be using growth as the measure for performance. The growth will be measured using student RIT scores from the fall which will be the baseline assessment and the spring end of year assessment. Individual targets for students are set in the NWEA system for growth and approved by the Superintendent.</p> <p>Points are determined by dividing the total number of students in the building that met or exceeded the spring individual NWEA RIT targets by the total number of RIT scores. The number is multiplied by 100 to develop a percent. The point scales below will be used to convert the percent to determine the HEDI ratings and points.</p> <p>If the percent of students that achieve the growth target is equal to 75-100% the principal will be rated Highly Effective and receive points as indicated below.</p>
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75-84% = 14
85-100% = 15

If the percent of students that achieve the growth target is equal to 40-74% the principal will be rated Effective and receive points as indicated below.

40% = 8
41-42% = 9
43% = 10
44% = 11
45-50% = 12
51-74% = 13

If the percent of students that achieve the growth target is equal to 10-39% the principal will be rated Developing and receive points as indicated below.

10% = 3
11% = 4
12% = 5
13-19% = 6
20-39% = 7

If the percent of students that achieve the growth target is equal to 0-9% the principal will be rated Ineffective and receive points as indicated below.

0% = 0
1% = 1
2-9% = 2

In the event a value added measure is not adopted:
0-20 Point scale for percent that achieved Spring NWEA Target
RIT point growth

If the percent of students that achieve the growth target is equal to 0-5% the principal will be rated Ineffective and receive points as indicated below.

0% = 0
1-3% = 1
4-5% = 2

If the percent of students that achieve the growth target is equal to 6-39% the principal will be rated Developing and receive points as indicated below.

6-7% = 3
8-9% = 4
10-11% = 5
12-13% = 6
14-15% = 7
16-39% = 8

If the percent of students that achieve the growth target is equal to 40-64% the principal will be rated Effective and receive

points as indicated below.

40% = 9

41% = 10

42% = 11

43% = 12

44% = 13

45-49% = 14

50-54% = 15

55-59% = 16

60-64 % = 17

If the percent of students that achieve the growth target is equal to 65-100% the principal will be rated Highly Effective and receive points as indicated below.

65-70 % = 18

71-80 % = 19

81-100% = 20

For Principals of grades 9-12 configured buildings:

For 9-12 building configurations, the Freeport School District process for assigning HEDI ratings and points is as follows:

Ratings and points are earned by comparing the number of Regents passed (65 or higher) by students in each grade from year to year. The district has set a benchmark for the number of Regents that students should pass at the end of each grade as follows:

Grade 9 (Year 1): 1 or more Regents passed

Grade 10 (Year 2): 3 or more Regents passed

Grade 11 (Year 3): 5 or more Regents passed

Grade 12 (Year 4): 5 or more Regents passed

Percentage increases of students that have met or exceeded the local regent benchmark in comparison to the prior year's percentage of students that have met or exceeded the local regent benchmark are connected to a point scale chart for each grade comparison.

Below 0% growth: 0 points

0% growth: .5 point

.1-1% growth: 1 points

1.1-2.5% growth: 2.25 points

2.6-4.0% growth: 3.25 points

4.1% growth or higher: 3.75 points

Each grade comparison may earn between 0-3.75 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score. Standard rounding rules will apply.

That score between 0-15 will be used as indicated below to develop a HEDI Rating.

14-15: Highly Effective

8-13: Effective

3-7: Developing

0-2: Ineffective

In the event a value added measure is not adopted and a 20 point scale must be used:

Ratings and points are earned by comparing the number of Regents passed (65 or higher) by students in each grade from year to year. The district has set a benchmark for the number of Regents that students should pass at the end of each grade as follows:

Grade 9 (Year 1): 1 or more Regents passed
Grade 10 (Year 2): 3 or more Regents passed
Grade 11 (Year 3): 5 or more Regents passed
Grade 12 (Year 4): 5 or more Regents passed

Percentage increases of students that have met or exceeded the local regent benchmark in comparison to the prior year's percentage of students that have met or exceeded the local regent benchmark are connected to a point scale chart for each grade comparison.

Below 0% growth: 0 points
0% growth: 1 point
.1-1% growth: 2 points
1.1-2.5% growth: 3 points
2.6-4.0% growth: 4 points
4.1% growth or higher: 5 points

Each grade comparison may earn between 0-5 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score. Standard rounding rules will apply.

That score between 0-20 will be used as indicated below to develop a HEDI Rating.

18-20: Highly Effective
9-17: Effective
3-8: Developing
0-2: Ineffective

For students enrolled in Common Core courses, the District will administer both the NYS Integrated and NYS Common Core Algebra 1 Regents exams and both the NYS Comprehensive and Common Core English Regents exams. For both courses, the District will use the higher of the two scores for APPR purposes.

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

For Principals of 5-6, 7-8 building configurations:
If the percent of students that achieve the growth target is equal to 75-100% the principal will be rated Highly Effective and receive points as indicated below.

75-84% = 14
85-100% = 15

For Principals of grades 9-12 configured buildings:

Each grade comparison may earn between 0-3.75 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment

subcomponent point score. Standard rounding rules will apply.

A score of 14 or 15 will be used as indicated below to develop a HEDI Rating of Highly Effective.

14-15: Highly Effective

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

For Principals of 5-6, 7-8 building configurations:
If the percent of students that achieve the growth target is equal to 40-74% the principal will be rated Effective and receive points as indicated below.

40% = 8
41-42% = 9
43% = 10
44% = 11
45-50% = 12
51-74% = 13

For Principals of grades 9-12 configured buildings:

Each grade comparison may earn between 0-3.75 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score. Standard rounding rules will apply.

A score of 8,9,10,11,12, or 13 will be used as indicated below to develop a HEDI Rating of Effective.

8-13: Effective

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

For Principals of 5-6, 7-8 building configurations:
If the percent of students that achieve the growth target is equal to 10-39% the principal will be rated Developing and receive points as indicated below.

10% = 3
11% = 4
12% = 5
13-19% = 6
20-39% = 7

For Principals of grades 9-12 configured buildings:

Each grade comparison may earn between 0-3.75 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score. Standard rounding rules will apply.

A score of 3,4,5,6 or 7 will be used as indicated below to develop a HEDI Rating of Developing.

3-7: Developing

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

For Principals of 5-6, 7-8 building configurations:
If the percent of students that achieve the growth target is equal to 0-9% the principal will be rated Ineffective and receive points as indicated below.

0% = 0
1% = 1

2-9% = 2

For Principals of grades 9-12 configured buildings:

Each grade comparison may earn between 0-3.75 points. The number of points earned in each grade comparison will be combined to calculate an overall local assessment subcomponent point score. Standard rounding rules will apply.

A score of 0,1 or 2 will be used as indicated below to develop a HEDI Rating of Ineffective.

0-2: Ineffective

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.

(No response)

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K	(d) measures used by district for teacher evaluation	Measures of Academic Progress For Primary Grades in Reading/Measures of Academic Progress for Primary Grades for Math
K-4	(d) measures used by district for teacher evaluation	Measures of Academic Progress For Primary Grades in Reading/Measures of Academic Progress for ELA and Math

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Freeport School District will be using growth as the measure for performance. The growth will be measured using student RIT scores from the fall which will be the baseline assessment and the spring end of year assessment. Individual targets for students are set in the NWEA system for growth and approved by the Superintendent.</p> <p>Points are determined by dividing the total number of students in the building that met or exceeded the spring individual NWEA RIT targets by the total number of RIT scores. The number is multiplied by 100 to develop a percent. The point scales below will be used to convert the percent to determine the HEDI ratings and points.</p> <p>0-20 Point scale for percent that achieved Spring NWEA Target RIT point growth</p> <p>If the percent of students that achieve the growth target is equal</p>
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to 0-5% the principal will be rated Ineffective and receive points as indicated below.

- 0% = 0
- 1-3% = 1
- 4-5% = 2

If the percent of students that achieve the growth target is equal to 6-39% the principal will be rated Developing and receive points as indicated below.

- 6-7% = 3
- 8-9% = 4
- 10-11% = 5
- 12-13% = 6
- 14-19% = 7
- 20-39% = 8

If the percent of students that achieve the growth target is equal to 40-64% the principal will be rated Effective and receive points as indicated below.

- 40% = 9
- 41% = 10
- 42% = 11
- 43% = 12
- 44% = 13
- 45-49% = 14
- 50-54% = 15
- 55-59% = 16
- 60-64 % = 17

If the percent of students that achieve the growth target is equal to 65-100% the principal will be rated Highly Effective and receive points as indicated below.

- 65-70 % = 18
- 71-80 % = 19
- 81-100% = 20

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

If the percent of students that achieve the growth target is equal to 65-100% the principal will be rated Highly Effective and receive points as indicated below.

- 65-70 % = 18
- 71-80 % = 19
- 81-100% = 20

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

If the percent of students that achieve the growth target is equal to 40-64% the principal will be rated Effective and receive

grade/subject.

points as indicated below.

40% = 9

41% = 10

42% = 11

43% = 12

44% = 13

45-49% = 14

50-54% = 15

55-59% = 16

60-64 % = 17

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

If the percent of students that achieve the growth target is equal to 6-39% the principal will be rated Developing and receive points as indicated below.

6-7% = 3

8-9% = 4

10-11% = 5

12-13% = 6

14-19% = 7

20-39% = 8

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

If the percent of students that achieve the growth target is equal to 0-5% the principal will be rated Ineffective and receive points as indicated below.

0% = 0

1-3% = 1

4-5% = 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.

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

The process for combining multiple locally selected measures will be to average the points to get a single score and then to associate the score to the approved HEDI scoring bands. Normal rounding rules will apply. In no case will rounding result in a principal moving

from one scoring band to the next.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, April 25, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principal's Calculations

1. For each of the six standards:
 - A. The ten elements (for each standard) are given a rating from 1 to 4 (with 1 being "ineffective", 2 being "developing", 3 being "effective, and 4 being "highly effective"). If an element is observed more than once the ratings will be averaged.
 - B. The total overall rating (sum) for all the elements, within the given standard, is calculated by adding the individual ratings (1 to 4) for all ten elements.
 - C. This total rating for each given standard will range between 10 and 40.
 - D. This is done for each of the six principal's standards.
2. Each of these individual ratings (10 to 40, for each of the six principal's standard) is given a common weight of 10 out of 60 (equivalently 0.1667 or 16.67%).
3. Consequently, since each standard has the same weight, the total points for all six standards are just calculated by adding each of the six individual totals. Total raw score will range between 60 and 240.
4. Using this raw score, the total points awarded (from 0 to 60) is determined by looking up this raw score and matching it to the range found within the following table:

Ineffective

Raw Score Points Awarded

- 60 0
- 61 1
- 62 2
- 63 3
- 64 4
- 65 5
- 66 6
- 67 7
- 68 8
- 69 9
- 70 10
- 71 11
- 72 12
- 73 13
- 74 14

75 15
76 16
77 17
78 18
79 19
80 20
81 21
82 22
83 23
84 24
85 25
86 26
87 27
88 28
89 29
90 30
91 31
92 32
93 33
94 34
95 35
96 36
97 37
98 38
99 39
100 40
101 41
102 42
103 43
104 44
105 45
106 46
107 47
108 48

Developing

109 – 114 49
115 – 119 50
120 – 124 51
125 – 129 52
130 – 134 53
135 – 139 54
140 – 144 55
145 – 149 56

Effective

150 – 179 57
180 – 209 58

Highly Effective

210 – 224 59
225 - 240 60

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.

(No response)

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.	If a principal receives a total raw score of 210-240 on the Marshall Rubric, (he) will receive a HEDI score of 59-60 as follows: 225-240: 60 points 210-224: 59
Effective: Overall performance and results meet standards.	If a principal receives a total raw score of 150-209 on the Marshall Rubric, (he) will receive a HEDI score of 57-58 as follows: 180-209: 58 150-179: 57
Developing: Overall performance and results need improvement in order to meet standards.	If a principal receives a total raw score of 109-149 on the Marshall Rubric, (he) will receive a HEDI score of 49-56 as follows: 145-149: 56 140-144: 55 135-139: 54 130-134: 53 125-129: 52 120-124: 51 115-119: 50 109-114: 49
Ineffective: Overall performance and results do not meet standards.	If a principal receives a total raw score of 60-108 on the Marshall Rubric, (he) will receive a HEDI score of 0-48 as follows: 108: 48 107: 47 106: 46 105: 45 104: 44 103: 43 102: 42 101: 41 100: 40 99: 39 98: 38 97: 37 96: 36 95: 35 94: 34 93: 33 92: 32 91: 31 90: 30 89: 29 88: 28 87: 27 86: 26 85: 25 84: 24 83: 23 82: 22 81: 21 80: 20 79: 19 78: 18 77: 17 76: 16 75: 15 74: 14

73: 13
 72: 12
 71: 11
 70: 10
 69: 9
 68: 8
 67: 7
 66: 6
 65: 5
 64: 4
 63: 3
 62: 2
 61: 1
 60: 0

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

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, March 31, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, June 06, 2014

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/12168/766140-Df0w3Xx5v6/Principal PIP Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following appeal process was negotiated between the Freeport School District and the Freeport School Administrators' Association.

Appeal of Principal Evaluation

1. The second consecutive “ineffective” annual evaluation shall be presented to the administrator at a meeting between the administrator and the Superintendent/designee by September 1st.
2. Within five (5) business days of the receipt of a principal’s annual evaluation from the Superintendent of Schools/designee, the administrator may appeal the evaluation or the implementation of the PIP plan, in writing to the Superintendent of Schools or his designee.
3. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his designee. As set forth in Section 3012-c of the Education Law, the evaluated administrator may only challenge:
 - the substance of the annual professional performance review;
 - the school district’s adherence to the standards and methodologies required for such review pursuant to Section 3012-c of the Education Law;
 - the school district’s adherence to the Regulations of the Commissioner and compliance and/or implementation of the terms of the administrator’s improvement plan.
4. Within five (5) business days of receipt of the appeal, the Superintendent of Schools or his designee shall render a final and binding determination, in writing, respecting the appeal. These time frames may be extended by mutual agreement of the parties. But will be timely and expeditious in accordance with Education Law 3012-c.
5. The determination of the Superintendent of Schools or his designee shall not be grievable, arbitrable, or reviewable in any other forum. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law section 3020-a. However, the appeal process in its entirety will be in compliance with education Law 3012-c.
6. Performance ratings of second consecutive of “ineffective” are the only ratings subject to appeal. Administrators who receive a rating of “highly effective” or “effective” "developing " and first "ineffective" shall not be permitted to appeal their rating.
7. Non-tenured administrators 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 an administrator’s improvement plan.
8. “Business days” shall include the summer recess period.
9. New Section – Conflicts:

Nothing contained in this labor agreement shall conflict with, nor be determined to conflict with, the annual professional performance review Regulations of the Commissioner of Education which have been and may hereafter be issued, nor with the provisions of Section 3012-c of the Education Law of the State of New York, and any amendments thereto. If it is determined by the Commissioner of Education or a final court of competent jurisdiction that a conflict exists, the law and the aforesaid Regulations shall govern.

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.

Evaluator Training

Freeport Public School District will ensure that all lead evaluators/evaluators have two full days of training before the beginning of each school year and lead evaluators are certified by board of education to complete an individual’s performance review. Successful completion of training will result in recertification. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel as well as and reputable Educational consultants in the field of Education. Evaluator training will occur locally/regionally and will replicate the recommended SED model certification process incorporating per the 3012c regulations. This training will include the following Requirements for Lead Evaluators: This training will include the following Requirements for Lead Evaluators:

- i. ISLLC Standards
- ii. Evidence-based observation
- iii. Application and use of Student Growth Percentile and Value Added Growth Model data

- iv. Application and use of the State-approved principal's rubrics
- v. Application and use of any assessments tools used to evaluate principals
- vi. Application and use of State-approved locally selected measures of student achievement (NWEA)
- vii. Use of Statewide instructional Reporting System
- viii. Scoring methodology used to evaluate principals
- ix. Specific considerations in evaluating principals of ELLs and Students with Disabilities
- x. Training methodology to ensure inter-rating reliability

- a. The team consists of those persons who may be involved in the input/evaluation process of the principal and other appropriate supervisory personnel.
- b. Periodic in-service sessions will be conducted to familiarize all members of the evaluation team with the procedures and materials used in the system.
- c. Simulation will be used to provide common, controlled experiences for sharpening skills. Educational materials will be drawn from several sources. Subsequent workshops should be built on relevant operational experiences of observers/evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, July 10, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/766141-3Uqgn5g9Iu/APPRCERT-7-10-14.PDF>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

Teacher Improvement Plan

The principal, in consultation with the assistant principal, director and/or coordinator, shall evaluate a teacher as ineffective/developing/ based upon a preponderance of evidence in the scheduled and non-scheduled classroom observations, as well as the summative evaluation consistent with the categories of the NYSUT Rubrics found in the *Supervision and Evaluation Handbook*.

A teacher receiving an overall rating of *developing or ineffective* on the summative evaluation, in consultation with the supervisor, shall develop a **Teacher Improvement Plan (TIP)**.

A **Teacher Improvement Plan (TIP)** will be required for any teacher who receives an overall rating of *developing or ineffective* on the *Summative Evaluation*. The building administration, in consultation with the teacher, shall develop this plan. The teacher has the option of seeking a **trained** teacher colleague to assist in the planning and implementation of the TIP. The TIP is designed to assist the teacher and is not to be construed as either a punishment or a reprimand. A completed TIP must be developed no later than 10 school days after the opening of classes for the school year following the school year for which the teacher has received a rating of *developing or ineffective*. Any teacher receiving a partial summative score (20% [15%] local plus 60% Other Measures) of 54 points or less must start the TIP process with his/her principal by the end of business on the last day of school.

At a minimum, an improvement plan should be a written document that includes areas for improvement, recommendations for improving those areas, supports available to the teacher and the monitoring system.

1. The **Areas for Improvement** section spells out to the teacher member exactly which areas of performance are in need of improvement. The statements should relate directly to the District's *Components for Assessing Performance*. This section describes those areas in such a way that the teacher and administrator understand what is not happening and what should be happening.
2. The **Action Plan** section explains what the teacher is expected to do to overcome the concerns identified in the **Areas for Improvement** section. Activities may include, but are not limited to:
 - ✓ Attendance at workshops, courses and/or conferences that address the targeted needs of the teacher
 - ✓ Modeling experiences in which the teacher will have the opportunity to:
 - Visit and observe teachers who have expertise in the targeted needs.
 - Observe demonstration by teachers who have expertise in targeted needs.
 - Participate in co-assignments with teachers who have expertise in the targeted needs.
 - ✓ Role-playing opportunities to practice desired new behaviors or skills in a restricted environment before applying it.

- ✓ Taping and reviewing the teacher's performance.

This section will also include the resources (people, materials, workshops, etc.) that are available to assist the teacher in his/her efforts to improve. The frequency of teacher observations will be no less than that of tenured teachers not on TIP.

3. The **Timeline for Completion** section describes how progress on the plan will be measured. It should include the pattern and approximate timelines for observations, conferences, and interim and final reports. The teacher and supervisor shall meet on a bi-monthly basis, beginning in September, no later than the last day of the month, to discuss the impact of the improvement activities on the teacher's professional performance. The supervisor, using the Formative Observation, will review the teacher's performance. By the last day of school, the teacher will receive a Summative Evaluation for the 80% or 75% (20% [15%] local and 60% Measures of Effectiveness).
4. The **Evidence** section will include a description of the progress or completion of each action step.

**Freeport Public Schools
Freeport, New York 11520**

Teacher Improvement Plan Form

(To be completed by teacher in consultation with administrator)

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____

Principal/Designee Name: _____ Title: _____

Signature: _____ Date: _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (DETAIL STEPS TO BE TAKEN & SUPPORTS TO BE PROVIDED)	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments:

Administrator's Comments:

Freeport Public Schools Freeport, New York 11520

Principal Improvement Plan Form

(To be completed by Principal in consultation with Supervisor)

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____

Supervisor's Name: _____ Title: _____

Signature: _____ Date: _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (DETAIL STEPS TO BE TAKEN & SUPPORTS TO BE PROVIDED)	TIMELINE FOR COMPLETION	EVIDENCE

Principal's Comments:

Supervisor's Comments:

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.

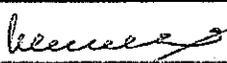
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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

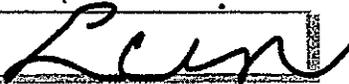
Superintendent Signature: Date: 7/10/14



Teachers Union President Signature: Date: 7/10/14



Administrative Union President Signature: Date: 7/10/14



Board of Education President Signature: Date: 7/10/14

