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

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

E-mail: commissioner@nysed.gov
Twitter:@NYSEDNews
Tel: (518) 474-5844
Fax: (518) 473-4909

February 19, 2015

Revised-Expedited Assessment Material Change

Diana Todaro, Superintendent
Harborfields Central School District
2 Oldfield Road
Greenlawn, NY 11740

Dear Superintendent Todaro:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Robert Hanna

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on December 20, 2013, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see http://www.regents.nysed.gov/meetings/2014/February2014/214p12hea1.pdf.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) ***no later than March 1***. Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: Harborfields Central School District

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

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

2.2) Grades K-3 ELA

☐ Kindergarten ELA Assessment ☐ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☐ Grade 1 ELA Assessment ☐ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☐ Grade 2 ELA Assessment ☐ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	☐ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

2.3) Grades K-3 Math

☐ Kindergarten Math Assessment ☐ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☐ Grade 1 Math Assessment ☐ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☐ Grade 2 Math Assessment ☐ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

2.4) Grades 6-8 Science

☐ Grade 6 Science Assessment ☐ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☐ Grade 7 Science Assessment ☐ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☐ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

☐ Grade 6 Social Studies Assessment ☐ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☐ Grade 7 Social Studies Assessment ☐ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☐ Grade 8 Social Studies Assessment ☐ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

☐ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History HEDI Process ☐ American History Assignment of Points	

2.7) High School Science Regents Courses

☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics HEDI Process ☐ Physics Assignment of Points

2.8) High School Math Regents Courses

☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

2.9) High School English Language Arts

☐ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

2.10) All Other Courses

☐ All other course(s) Assessment(s) ☐ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

2.11) HEDI Table(s)

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

☐ Grade 4 ELA Assessment ☐ Grade 4 ELA HEDI Process ☐ Grade 4 ELA Assignment of Points	☐ Grade 5 ELA Assessment ☐ Grade 5 ELA HEDI Process ☐ Grade 5 ELA Assignment of Points
■ Grade 6 ELA Assessment ■ Grade 6 ELA HEDI Process ☐ Grade 6 ELA Assignment of Points	■ Grade 7 ELA Assessment ■ Grade 7 ELA HEDI Process ☐ Grade 7 ELA Assignment of Points
■ Grade 8 ELA Assessment ■ Grade 8 ELA HEDI Process ☐ Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

☐ Grade 4 Math Assessment ☐ Grade 4 Math HEDI Process ☐ Grade 4 Math Assignment of Points	☐ Grade 5 Math Assessment ☐ Grade 5 Math HEDI Process ☐ Grade 5 Math Assignment of Points
■ Grade 6 Math Assessment ■ Grade 6 Math HEDI Process ☐ Grade 6 Math Assignment of Points	■ Grade 7 Math Assessment ■ Grade 7 Math HEDI Process ☐ Grade 7 Math Assignment of Points
■ Grade 8 Math Assessment ■ Grade 8 Math HEDI Process ☐ Grade 8 Math Assignment of Points	

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

■ Listed course(s) Assessment(s) ■ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

☐ Kindergarten ELA Assessment ☐ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☐ Grade 1 ELA Assessment ☐ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☐ Grade 2 ELA Assessment ☐ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	☐ Grade 3 ELA Assessment ☐ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

☐ Kindergarten Math Assessment ☐ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☐ Grade 1 Math Assessment ☐ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☐ Grade 2 Math Assessment ☐ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	☐ Grade 3 Math Assessment ☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

■ Grade 6 Science Assessment ■ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	■ Grade 7 Science Assessment ■ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
■ Grade 8 Science Assessment ■ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

■ Grade 6 Social Studies Assessment ■ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	■ Grade 7 Social Studies Assessment ■ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
■ Grade 8 Social Studies Assessment ■ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

☐ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 Assessment ☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History Assessment ☐ American History HEDI Process ☐ American History Assignment of Points	

3.9) High School Science Regents Courses

☐ Living Environment Assessment ☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science Assessment ☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry Assessment ☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics Assessment ☐ Physics HEDI Process ☐ Physics Assignment of Points

3.10) High School Math Regents Courses

☐ Algebra 1 Assessment ☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry Assessment ☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 Assessment ☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

3.11) High School English Language Arts

☐ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

3.12) All Other Courses

■ All other course(s) Assessment(s) ■ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

3.13) HEDI Table(s)

- [x] Listed course(s) Assessment(s)
- [x] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

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

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

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

7.3) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

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

- [x] Listed course(s) Assessment(s)
- [x] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

8.1) HEDI Table(s)

- [x] Listed course(s) Assessment(s)
- [x] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

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

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

8.2) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. The district or BOCES and its collective bargaining agent(s), where applicable, also assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that the district's or BOCES' complete APPR plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict or interfere with full implementation of the district's or BOCES APPR plan, including any approved material changes; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's or building principal's performance is being measured.

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

Signatures, Dates

Superintendent Signature: Date:

Diana Todaro 2-18-2015

Teachers Union President Signature: Date:

Susan Lui 2-18-15

Administrative Union President Signature: Date:

2/18/15

Board of Education President Signature: Date:

2/18/15

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date:

Diana Todaro 2-18-2015

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Friday, July 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 : 580406060000

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

580406060000

1.2) School District Name: HARBORFIELDS CSD

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

HARBORFIELDS CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

For 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, October 22, 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	District, regional, or BOCES-developed assessment	Harborfields' District-developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Harborfields' District-developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Harborfields' District-developed Second Grade 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.	The district will develop Student Learning Objectives, as comparable growth measures for K - 3 ELA teachers, since a growth measure will not be provided by the State. The district-developed ELA baseline assessments, to be administered to K - 3 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels.

	The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to K - 3 ELA teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The teacher's work resulted in above average performance, since the percentage of students, in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The teacher's work was below the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Harborfields' District-developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Harborfields' District-developed First Grade Math Assessment

2	District, regional, or BOCES-developed assessment	Harborfields' District-developed Second Grade 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.	The district will develop Student Learning Objectives, as comparable growth measures for K - 3 Math teachers, since a growth measure will not be provided by the State. The district-developed Math baseline assessments, to be administered to K - 3 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to K - 3 Math teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The teacher’s work resulted in above average performance, since the percentage of students, in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The teacher’s work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The teacher’s work was below the district’s standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI

	charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Harborfields' District-developed Sixth Grade Science Assessment
7	District, regional or BOCES-developed assessment	Harborfields' District-developed Seventh Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 6 - 8 Science teachers, since a growth measure will not be provided by the State. The district-developed Science baseline assessments, to be administered to 6 - 8 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to 6 - 8 Science teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to uploaded charts in section 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The teacher's work resulted in above average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The teacher's work was below the district's standards for performance, since the percentage of students, in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Harborfields' District-developed Sixth Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Harborfields' District-developed Seventh Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Harborfields' District-developed Eighth Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 6 - 8 Social Studies teachers, since a growth measure will not be provided by the State. The district-developed Social Studies baseline assessments, to be administered to 6 - 8 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to

	ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to 6 - 8 Social Studies teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to uploaded charts in section 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher's work resulted in above average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core ELA Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra l 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.	The district will develop Student Learning Objectives, as comparable growth measures for 9 - 12 Social Studies teachers, since a growth measure will not be provided by the State. For teachers instructing Global 1 courses, which do not culminate in a Regents, the district will utilize a school-wide measure, for the growth component, resulting from two key Regents exams, the New York State English Comprehensive Regents in 2014-2015 school year, and in subsequent years, the New York State Common Core ELA Regents, and New York State Common Core Algebra l Regents. The HEDI results from the English Regents teachers, as specified, and Algebra l Regents teachers would be weighted proportionately based on the number of students in each SLO and then combined into one overall HEDI score that would be provided school-wide to Global l teachers who instruct courses that do not culminate in a Regents exam. The assistant superintendent, in collaboration with the principal. will set growth targets using baseline data, to be verified by the superintendent, to ensure that growth targets are rigorous and comparable. The percentage of students, school-wide or in a specific teacher's class, who have achieved their individual growth targets will be utilized in determining the HEDI score for 9 - 12 teachers instructing social studies courses, as specified. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher’s work resulted in above average performance, since the percentage of students who have achieved their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher’s work resulted in average performance, since the percentage of students who have achieved their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher’s work was below the district’s standards for performance, since the percentage of students, who have achieved their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher’s work did not meet the district’s standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in

section 2.11.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 9 - 12 Science teachers, since a growth measure will not be provided by the State. The assistant superintendent, in collaboration with the principal, will set growth targets using baseline data, to be verified by the superintendent, to ensure that growth targets are rigorous and comparable. The percentage of students, within the specific teacher's class, who have achieved their individual growth targets will be utilized in determining the HEDI score for 9 - 12 teachers instructing science courses, as specified. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher’s work resulted in above average performance, since the percentage of students who have achieved their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher’s work resulted in average performance, since the percentage of students who have achieved their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher’s work was below the district’s standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Developing range, as specified in HEDI charts included in

	section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 9 - 12 Regents Math teachers, since a growth measure will not be provided by the State. The assistant superintendent, in collaboration with the principal, will set growth targets using baseline data, to be verified by the superintendent, to ensure that growth targets are rigorous and comparable. The percentage of students, within a specific teacher's class, who have achieved their individual growth targets will be utilized in determining the HEDI score for 9 - 12 teachers instructing math courses, as specified. The New York State Common Core Algebra 1 Regents will be administered to accelerated eighth grade students at the middle school and ninth grade students at the high school, for the 2014-2015 school year and in subsequent years. The New York State Common Core Geometry Regents and New York State Geometry Regents will be administered to accelerated ninth grade students and tenth grade students at the high school for the 2014-2015 school year. In subsequent years, the New York State Common Core Geometry Regents will be administered to students, as specified. The percentage of students who have achieved the growth target will be utilized in determining the HEDI score for teachers instructing this course. Since both Regents, New York State Common Core Geometry and New York State Geometry Regents will be administered to students enrolled in the Common Core Geometry course, the

	higher of the two scores attained on these Regents will be used in determining the percentage of students who have achieved the growth target. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher's work resulted in above average performance, since the percentage of students who have achieved their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher's work resulted in average performance, since the percentage of students who have achieved their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core ELA Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra l Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core ELA Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra l Regents Assessment
Grade 11 ELA	Regents assessment	New York State English Comprehensive Regents Assessment for 2014-2015 and in subsequent years the New York State Common Core ELA Regents Assessment

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

assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 9 - 11 English Language Arts teachers, since a growth measure will not be provided by the State. For teachers, instructing 9 – 10 English Language Arts courses, that do not culminate in a Regents, the district will utilize a school-wide measure, for the growth component, resulting from two key Regents exams, the New York State English Comprehensive Regents, in 2014-2015 school year, and in subsequent years, the New York State Common Core ELA Regents, in addition to the New York State Common Core Algebra I Regents. The HEDI results from the English Regents teachers, as specified, and the Algebra I Regents teachers would be weighted proportionately based on the number of students in each SLO and then combined into one overall HEDI score that would be provided school-wide to 9 – 10 English Language Arts teachers who instruct courses that do not culminate in a Regents exam. The assistant superintendent, in collaboration with the principal, will set student growth targets using baseline data, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The percentage of students school-wide or in a specific teacher's class who have achieved their individual growth targets will be utilized in determining the HEDI score for teachers instructing 9 -11 ELA courses, as specified. The HEDI points will be assigned according to the uploaded charts in section 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher's work resulted in above average performance, since the percentage of students who have achieved their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher's work resulted in average performance, since the percentage of students who have achieved their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.10) All Other Courses

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

Please also note that, for students using 3d party assessments in this Task, the 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
	K - 2 Art	District, Regional or BOCES-developed	Harborfields' District-developed K - 2 Art Assessment
	K - 2 Music	District, Regional or BOCES-developed	Harborfields' District-developed K - 2 Music Assessment
	K - 2 Physical Education	District, Regional or BOCES-developed	Harborfields' District-developed K - 2 Physical Education Assessment
	3 - 5 Art	District, Regional or BOCES-developed	Harborfields' District-developed 3 - 5 Art Assessment
	3 - 5 Music	District, Regional or BOCES-developed	Harborfields' District-developed 3 - 5 Music Assessment
	3 - 5 Physical Education	District, Regional or BOCES-developed	Harborfields' District-developed 3 - 5 Physical Education Assessment
	3 - 5 Health	District, Regional or BOCES-developed	Harborfields' District-developed 3 - 5 Health Assessment
	6 - 8 Art	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Art Assessment
	6 - 8 Music	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Music Assessment
	6 - 8 Physical Education	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Physical Education Assessment
	6 - 8 Health	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Health Assessment
	6 - 8 LOTE	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 LOTE Assessment
	6 - 8 Family and Consumer Science	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 FACS Assessment
	6 - 8 Technology	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Technology Assessment
	Grade 8 Earth Science	State Assessment	New York State Earth Science Regents
	9 - 12 Art	School/BOCES-wide/group/team results based on State	New York State Comprehensive Regents Assessment in 2014-2015 and in subequent years New York State Common Core ELA Regents Assessment, in addition to the New York State Common Core Algebra l Regents Assessment
	9 - 12 Library	School/BOCES-wide/group/team results based on State	New York State Comprehensive Regents Assessment in 2014-2015 and in subequent years New York State Common Core ELA Regents Assessment, in addition to the

		New York State Common Core Algebra l Regents Assessment
9 - 12 Music	School/BOCES-wide/group/team results based on State	New York State Comprehensive Regents Assessment in 2014-2015 and in subequent years New York State Common Core ELA Regents Assessment, in addition to the New York State Common Core Algebra l Regents Assessment
9 - 12 Physical Education	School/BOCES-wide/group/team results based on State	New York State Comprehensive Regents Assessment in 2014-2015 and in subequent years New York State Common Core ELA Regents Assessment, in addition to the New York State Common Core Algebra l Regents Assessment
9 - 12 Health	School/BOCES-wide/group/team results based on State	New York State Comprehensive Regents Assessment in 2014-2015 and in subequent years New York State Common Core ELA Regents Assessment, in addition to the New York State Common Core Algebra l Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for courses denoted in the List of Other Courses, since a growth measure will not be provided by the State. he assistant superintendent, in collaboration with the principal, will set student growth targets using baseline data, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The percentage of students school-wide or in a specific teacher's class who have achieved the growth target will be utilized in determining the HEDI score for K - 12 teachers instructing the specified course. The HEDI points will be allocated to K- 12 teachers, instructing the specified courses, based on the percentage of students who have achieved their individual growth targets, according to the process described. Where applicable, a school-wide measure will be used. For teachers, instructing 9 – 12 courses that do not culminate in a Regents, the district will utilize a school-wide measure, for the growth component, resulting from two key Regents exams, the New York State English Comprehensive Regents, in 2014-2015 school year, and in subsequent years, the New York State Common Core ELA Regents, in addition to the New York State Common Core Algebra I Regents. The HEDI results from the English Regents teachers, as specified, and Algebra I Regents teachers would be weighted proportionately based on the number of students in each SLO and then combined into one overall HEDI score that would be provided school-wide to 9 – 12 teachers who instruct courses that do not culminate in a Regents exam. The HEDI points will be assigned according to the uploaded

	charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher's work resulted in above average performance, since the percentage of students who have achieved their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher's work resulted in average performance, since the percentage of students who have achieved their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

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

assets/survey-uploads/12186/506766-avH4IQNZMh/APPR List of Other Courses.pdf

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/506766-TXEtxx9bQW/Section 2.11 Point Allocation Chart for Growth Measure - Teachers.pdf

2.12) Locally Developed Controls

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

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

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
7	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
8	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading, for the local assessment for K - 5 students and teachers. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA

	skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 5 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5. For all other K - 5 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November; and Spring: April through July. The local assignment of HEDI points for K - 5 teachers will be based on the percentage of students within the grade who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. The Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 6–8 teachers. The school-wide measure will be based on performance of students on the New York State Common Core Algebra l Regents, beginning with the 2014–2015 school year. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Common Core Algebra l Regents, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms. The HEDI points for K - 8 teachers will be assigned according to the uploaded charts in section 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in below average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Developing range denoted in HEDI charts, included in Section 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target on specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
7	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
8	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading, for the local assessment for K - 5 students and teachers. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 5 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5. For all other K - 5 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November; and Spring: April through July. The local assignment of HEDI points for K - 5 teachers will be based on the percentage of students within the grade who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. The Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 6–8 teachers. The school-wide measure will be based on performance of students on the New York State Common Core Algebra l Regents, beginning with the 2014–2015 school year.

	The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Common Core Algebra l Regents, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms. The HEDI points for K - 8 teachers will be assigned according to the uploaded charts in section 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the target on specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below average performance, since the percentage of students who met or exceeded the target on aspecified assessments, as described, is within the Developing range denoted in HEDI charts, included in Section 3.3. the district's standards.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards, since the percentage of students who met or exceeded the target on specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.3.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/506767-rhJdBgDruP/Section 3.3 Point Allocation For Local Component.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. 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	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading, for the local assessment for K - 5 students and teachers. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be

	administered to students in grades K – 5 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5. For all other K - 5 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November; and Spring: April through July. The local assignment of HEDI points for K - 5 teachers will be based on the percentage of students within the grade who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. The HEDI points for K - 5 teachers will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on teh specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in below average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading, for the local assessment for K - 5 students and teachers. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 5 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5 For all other K - 5 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November; and Spring: April through July. The local assignment of HEDI points for K - 5 teachers will be based on the percentage of students within the grade who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. The HEDI points for K - 5 teachers will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents
7	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
8	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 6–8 teachers. The school-wide measure will be based on performance of students on the New York State Common Core Algebra l Regents, beginning with the 2014–2015 school year. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Common Core Algebra l Regents, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms The HEDI points will be allocated to 6 – 8 teachers, based on the percentage of students who met or exceeded the school-wide achievement target. The HEDI points for 6 - 8 eachers will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below district standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
7	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
8	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 6 – 8 teachers. The school-wide measure will be based on performance of students on the New York State Common Core Algebra l Regents, beginning with the 2014–2015 school year. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Common Core Algebra l Regents, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms The HEDI points will be allocated to 6 – 8 teachers, based on the percentage of students who met or exceeded the school-wide achievement target. The HEDI points for 6 - 8 teachers will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance. since the percentage of students who met or exceeded the target on the specified assessments, as described,

	is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam
Global 2	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam
American History	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 9 -12 teachers. Since Common Core Learning Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills for all 9 - 12 students. Therefore, the school-wide measure will be based on students' performance on the New York State Comprehensive English Regents, for the 2013-2014 and 2014-2015 school years and in subsequent years, the New York Sate Common Core English Regents exam. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Comprehensive English Regents or New York State Common Core English Regents, as specified above, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms. The HEDI points will be allocated to 9 – 12 teachers, based on the percentage of students who met or exceeded the school-wide

	achievement target. The HEDI points for 9 - 12 teachers will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performasince the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for perfromance. since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam
Earth Science	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam
Chemistry	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam
Physics	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 9 -12 teachers. Since Common Core Learning Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills for all 9 - 12 students. Therefore, the school-wide measure will be based on students' performance on the New York State Comprehensive English Regents, for the 2013-2014 and 2014-2015 school years and in subsequent years, the New York Sate Common Core English Regents exam, The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Comprehensive English Regents or New York State Common Core English Regents, as specified above, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms. The HEDI points will be allocated to 9 – 12 teachers, based on the percentage of students who met or exceeded the school-wide achievement target. The HEDI points for 9 - 12 teachers will be assigned according to the uploaded charts. in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam

Geometry	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam
Algebra 2	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 9 -12 teachers. Since Common Core Learning Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills for all 9 - 12 students. Therefore, the school-wide measure will be based on students' performance on the New York State Comprehensive English Regents, for the 2013-2014 and 2014-2015 school years and in subsequent years, the New York Sate Common Core English Regents exam. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Comprehensive English Regents or New York State Common Core English Regents, as specified above, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms. The HEDI points will be allocated to 9 – 12 teachers, based on the percentage of students who met or exceeded the school-wide achievement target. The HEDI points for 9 - 12 teachers will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Developing range denoted in HEDI charts,

	included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performace, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam
Grade 10 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam
Grade 11 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 9 -12 teachers. Since Common Core Learning Standards are based on an integrated approach to literacy, it is the district’s goal to enhance ELA skills for all 9 - 1 2 students. Therefore, the school-wide measure will be based on students' performance on the New York State Comprehensive English Regents, for the 2013-2014 and 2014-2015 school years and in subsequent years, the New York Sate Common Core English Regents exam. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students’ performance on the New York State Comprehensive English Regents or New York State Common Core English Regents, as specified above, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms.

	The HEDI points will be allocated to 9 – 12 teachers, based on the percentage of students who met or exceeded the school-wide achievement target. The HEDI points for 9 - 12 teachers will be assigned according to the uploaded charts. in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.12) All Other Courses

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

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	K - 1 Art	6(ii) School wide measure computed locally	STAR Early Literacy
	K - 1 Music	6(ii) School wide measure computed locally	STAR Early Literacy
	K - 1 Physical Education	6(ii) School wide measure computed locally	STAR Early Literacy
	Grade 2 Art	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Grade 2 Music	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Grade 2 Physical Education	6(ii) School wide measure computed locally	STAR Reading Enterprise
	3 - 5 Art	6(ii) School wide measure computed locally	STAR Reading Enterprise

	3 - 5 Music	6(ii) School wide measure computed locally	STAR Reading Enterprise
	3 - 5 Physical Education	6(ii) School wide measure computed locally	STAR Reading Enterprise
	3 - 5 Health	6(ii) School wide measure computed locally	STAR Reading Enterprise
	6 - 8 Art	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
	6 - 8 Music	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
	6 - 8 Physical Education	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
	6 - 8 Health	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
	6 - 8 LOTE	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
	6 - 8 Family and Consumer Science	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
	Grade 8 Earth Science	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
	Grade 8 Common Core Algebra	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
	6 - 8 Technology	6(ii) School wide measure computed locally	New York State Common Core Algebra l Regents Assessment
	9 - 12 Art	6(ii) School wide measure computed locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and in subsequent years New York State Common Core English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading, for the local assessment for K - 5 students and teachers. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 5 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5. For all other K - 5 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR

	assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November; and Spring: April through July. The local assignment of HEDI points for K - 5 teachers will be based on the percentage of students within the grade who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. TheThe Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 6–8 teachers. The school-wide measure will be based on performance of students on the New York State Common Core Algebra l Regents, beginning with the 2014–2015 school year. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Common Core Algebra l Regents, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms The HEDI points will be allocated to 6 – 8 teachers, based on the percentage of students who met or exceeded the school-wide achievement target. The Harborfields Central School District will utilize a school-wide measure for student achievement, as the local assessment for 9 -12 teachers. Since Common Core Learning Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills for all 9 - 1 2 students. Therefore, the school-wide measure will be based on students' performance on the New York State Comprehensive English Regents, for the 2013-2014 and 2014-2015 school years and in subsequent years, the New York Sate Common Core English Regents exam. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Comprehensive English Regents or New York State Common Core English Regents, as specified above, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms. The HEDI points will be allocated to 9 – 12 teachers, based on the percentage of students who met or exceeded the school-wide achievement target. The HEDI points for K - 12 teachers will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target on the specified assessments, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

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

assets/survey-uploads/12149/506767-Rp0Ol6pk1T/Section 3.12-Point Allocation for Local Assessment.pdf

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/506767-y92vNseFa4/Section 3.13 Point Allocation For Local Component.pdf

3.14) Locally Developed Controls

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

(No response)

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.

The HEDI score for a K - 5 teacher with multiple locally selected measures will be weighted proportionately based on the number of students in the grade, whereas for 6 - 12 teachers, a school-wide measure will be used. The process for combining multiple locally selected measures into a single subcomponent HEDI category and score will be aligned with the following example and method noted below. If the calculation results in a score that is not a whole number, it is expected that HEDI scores will be rounded to the nearest whole number. Therefore, if the actual HEDI calculation is less than 0.5, the HEDI score will be truncated to the lower value, whereas, if the calculation is 0.5 or greater, then the HEDI score will be moved to the upper value. For example, if the HEDI score calculation is 14.3, then the HEDI score will be 14, whereas, if the actual HEDI score is 14.8, then the HEDI score will be 15.

The following example references a third grade teacher who instructs three ELA classes:

TEACHER WHO INSTRUCTS 3 ELA CLASSES-(No-Value-Added Measure)

CLASS Number of Students Percentage HEDI Points HEDI Score

ELA 1 30 92% 19 7.60
ELA 2 24 70% 7 2.24
ELA 3 21 80% 14 3.92
TOTAL 75 13.76
The calculation for determining the HEDI points awarded is based on the following formula:

•Step 1: Total the number of students in the three classes. (Total = 75)
•Step 2: Calculate the percentage weight associated with each class:
o ELA 1: 30/75 =.40
o ELA 2: 24/75 = .32
o ELA 3: 21/75 = .28
•Step 3: Multiply the HEDI Score by the percentage weight for each class:
o ELA 1: =.40 x 19 = 7.60
o ELA 2: .32 x 7 = 2.24
o ELA 3: .28 x 14 = 3.92
•Step 4: Tally the total points for each class to determine HEDI Points to be awarded

Based on this calculation, since the actual HEDI sore is 13.76, the reported score for the teacher would be 14. Therefore, the HEDI rating for the teacher would be Effective.

This calculation process will be utilized for HEDI scales referencing the value-added model of 0 - 15 points, in addition to the 0 - 20 points scale.

This section was uploaded as an attachment.

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

Structured reviews of lesson plans, student portfolios and other teacher artifacts	24

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The following process will be in place for assigning points and determining HEDI Ratings for all K - 12 classroom teachers in the 60 Point component, using the Charlotte Danielson Framework for Teaching Rubric.

DOMAINS I, II, and III:
A total of 36 points will be allocated to classroom observations based on Domains l, Il, and III of Charlotte Danielson’s Framework for

Teaching rubric. The Formal Observation accounts for 27 points, whereas the Informal Observation accounts for 9 points. The points will be assigned based on the average score attained, as depicted in the chart included in the attachment titled Section 4.5-Process for Assigining Points. If multiple observations are conducted, an average of the observations will be calculated, in order to arrive at a total of 36 points for this section.

The supervising evaluator will conduct a minimum of two observations for tenured teachers, and minimum of five observations for non-tenured teachers. The evaluator will conduct formal classroom observations and rate subcomponents within each Domain observed, based on levels of proficiency denoted in the Charlotte Danielson Framework for Teaching rubric. Each subcomponent will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Domain, ranging from 0 to 4 points.

The subcomponents observed during the informal observation will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Informal Observation, ranging from 0 to 4 points.

DOMAIN IV:
The subcomponents within Domain lV, will be assessed based on alignment with Charlotte Danielson's Framework for Teaching rubric. A total of 24 points will be allocated to this Domain. Each subcomponent will be rated on a scale of 1 to 4. However, if no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Domain, ranging from 0 to 4 points. Therefore, points assigned to Domain IV will be based on the 24 point chart attached to this section.

CALCULATION OF POINTS FOR DOMAINS I, II, III, and IV:
The points obtained from Domains I, II, and III, will be added to points obtained from Domain lV, to determine the local score for the 60 point component.

The attached file, titled 'Section 4-Other Measures of Effectiveness (Teachers)', provides an overview of the evaluation process for teachers.

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

assets/survey-uploads/12179/506768-eka9yMJ855/Section 4.5 Process for Assigning Points_1.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher's performance consistently exceeds expectations and competencies described in the following domains noted in Charlotte Danielson's Framework for Teaching: planning and preparing extensively for each lesson to ensure attainment of goals; creating a supportive classroom environment that enhances student learning by responding to needs of all student learners; encourages and acknowledges individual students' accomplishments by setting high expectations for student performance and instructional process; ensuring professional responsibilities further support the success of students. The teacher continuously seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 55 - 60. The points will be assigned based on alignment with components/elements specified in Charlotte Danielson's Framework for Teaching rubric. An overview of this process is noted in section 4.5.

Effective: Overall performance and results meet NYS Teaching Standards.	The teacher's performance consistently meets expectations and competencies described in the following domains noted in Charlotte Danielson's Framework for Teaching: planning and preparing moderately for each lesson to ensure attainment of goals; creating a supportive classroom environment that enhances student learning by responding to the needs of all student learners; encourages and acknowledges individual students' accomplishments by setting high expectations for student performance and instructional process; ensuring professional responsibilities further support the success of students. The teacher frequently seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 40 - 54. The points will be assigned based on alignment with components/elements specified in Charlotte Danielson's Framework for Teaching rubric. An overview of this process is noted in section 4.5.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher demonstrates an adequate level of performance in addressing expectations and competencies described in the following domains noted in Charlotte Danielson's Framework for Teaching: planning and preparing for each lesson to ensure attainment of goals; creating a supportive classroom environment that enhances student learning by responding to the needs of all student learners; encourages and acknowledges individual students' accomplishments by setting high expectations for student performance and instructional process; ensuring professional responsibilities further support the success of students. The teacher sometimes seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 30 - 39. The points will be assigned based on alignment with components/elements specified in Charlotte Danielson's Framework for Teaching rubric. An overview of this process is noted in section 4.5.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher demonstrates an inadequate level of performance, thus requiring close supervision and assistance with the implementation of the following domains noted in Charlotte Danielson's Framework for Teaching: planning and preparing for each lesson to ensure attainment of goals; creating a supportive classroom environment that enhances student learning by responding to the needs of all student learners; encourages and acknowledges individual students' accomplishments by setting high expectations for student performance and instructional process; ensuring professional responsibilities further support the success of students. The teacher rarely seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 0 - 29. The points will be assigned based on alignment with components/elements specified in Charlotte Danielson's Framework for Teaching rubric. An overview of this process is noted in section 4.5.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55 - 60

Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	3
4.6) Observations of Probationary Teachers | Informal/Short	2
4.6) Observations of Probationary Teachers | Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	1

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Tuesday, May 21, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of

growth or achievement
Other Measures of Effectiveness

(60 points)

Overall

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

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

Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

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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/12193/506770-Df0w3Xx5v6/Section 6.2 Teacher Improvement Process and Plan.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

ANNUAL PROFESSIONAL PERFORMANCE REVIEW-APPEALS PROCESS FOR TEACHERS

The following appeals process will be in place for teachers as specified in Education Law Section §3012(c):

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

 Within five school days of the receipt of an annual evaluation providing a rating of Ineffective and Developing or TIP, a teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

 substance of the annual professional performance review;
 school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
 school district's issuance and/or implementation of the terms of the teacher's improvement plan;
 any issue not raised in the written appeal shall be deemed waived; and notwithstanding the item above, procedural issues shall be subject to this contract's grievance procedure

 Within five school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.

 The determination of the Superintendent of Schools or his /her designee as to the substance of the evaluation shall not be grievable, arbitrable, or reviewable in any other forum.

 The timeframes referred to herein, may be extended in a timely and expeditious manner, by mutual agreement of the parties, in accordance with Education Law Section 3012-c.

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

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

The lead evaluators and evaluators will participate in annual training. A new evaluator to the district will be certified upon successful completion of training, according to the nine elements specified. The evaluator will receive training from certified district evaluators, in addition to attending BOCES RTTT trainings.

The lead evaluators and evaluators participated in a minimum of 36 hours of professional development, which addressed the following nine elements:

Elements of Training Duration of Training
1. NYS Teaching Standards/ISLLC
Leadership Standards: 10 hours
2. Evidence-based Observation: 12 hours
3. Application and use of Student Growth Percentile and
Value-added Growth Model data: 4 hours
4. Application and use of State-approved Teacher/Principal Practice Rubrics
including training for inter-rater reliability: 12 hours
5. Application and use of assessment tools used to evaluate teachers/principals: 4 hours
6. Application and use of State-approved locally selected measures
of student achievement: 4 hours
7. Use of Statewide Instructional Reporting System: 2 hours
8. Scoring methodology used to evaluate teachers/principals: 2 hours
9. Specific considerations in evaluating principals of ELLs and
students with disabilities: 4 hours
Re-certification of Administrators: Minimum 12 hours annually

A detailed description of the lead evaluator/evaluators' training was uploaded as an attachment.

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 Wednesday, October 01, 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):

3 - 5
6 - 8
9 - 12

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(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
	K - 2	District, regional, or BOCES-developed	Harborfields' District-developed K - 2 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 Harborfields Central School District is comprised of four schools, modeling the Princeton Plan, according to the following grade configuration: •Washington Drive Primary School: Grades K – 2 •Thomas J. Lahey Elementary School: Grades 3 – 5 •Oldfield Middle School: Grades 6 – 8 •Harborfields High School: Grades 9 – 12

	The district will develop a Student Learning Objective, as a comparable growth measure for the principal of the K - 2 primary school, since a growth measure will not be provided by the State. The Student Learning Objective will incorporate district-developed K - 2 ELA and Math baseline and final benchmark assessments, which will be rigorous and comparable across classrooms, subjects, and grade levels. The assistant superintendent, in collaboration with the principal, will set student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The HEDI points will be allocated to K - 2 principal based on the percentage of students who have achieved their individual growth targets, according to the process described. The HEDI points will be assigned according to the uploaded charts in section 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal's work and leadership in the school resulted in above average performance, since the percentage of students who have achieved their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal's work and leadership in the school resulted in average performance, since the percentage of students who have achieved their individual growth targets, is within the Effective ranges, as specified in HEDI charts included in section 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal's work and leadership in the school was below the district's standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Developing range, as specified in section 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principal's work and leadership in the school did not meet the district's standards for performance, since the percentage of students who have achieved their individual growth targets, is within the Ineffective range, as specified in HEDI charts in section 7.3.

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

assets/survey-uploads/12156/506771-lha0DogRNw/Sectioon 7.3 Point Allocation Chart for Growth Measure - Principals.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, February 18, 2015

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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
	3 - 5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
	6 - 8	(d) measures used by district for teacher evaluation	New York State Common Core Algebra l Regents Assessment
	9 - 12	(d) measures used by district for teacher evaluation	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years andNew York State Common Core English Regents Exam in subsequent years

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading, for the local assessment for K - 5 students, teachers, and principals. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 5 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5. For all other K - 5 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR

	assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November; and Spring: April through July. The local assignment of HEDI points for K - 5 teachers and principals will be based on the percentage of students within the grade who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. A school-wide measure for student achievement will be used as the local assessment for 6–8 teachers and principal. The school-wide measure will be based on performance of students on the New York State Common Core Algebra l Regents, beginning with the 2014–2015 school year. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Common Core Algebra l Regents, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms The HEDI points will be allocated to 6 – 8 teachers and principal based on the percentage of students who met or exceeded the school-wide achievement target. A school-wide measure for student achievement will be utilized as the local assessment for 9 -12 teachers and principal. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills for all 9 - 1 2 students. Therefore, the school-wide measure will be based on students' performance on the New York State Comprehensive English Regents, for the 2013-2014 and 2014-2015 school years and in subsequent years, the New York Sate Common Core English Regents exam. The assistant superintendent, in collaboration with the principal, will set a school-wide achievement target for students' performance on the New York State Comprehensive English Regents or New York State Common Core English Regents, as specified above, to be verified by the Superintendent, to ensure that the school-wide achievement target is rigorous and comparable across classrooms. The HEDI points will be allocated to the 9 - 12 principal based on the percentage of students who met or exceeded the school-wide achievement target. The HEDI points will be allocated to the K - 12 principals based on the percentage of students who met or exceeded the target, as described. The HEDI points for K - 12 principals will be assigned according to the uploaded charts in section 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work resulted in above average performance, since the percentage of students who met or exceeded the target, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 8.1

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work resulted in average performance, since the percentage of students who met or exceeded the target, as described, is within the Effective range denoted in HEDI charts, included in Section 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work was below the district's standards for performance, since the percentage of students who met or exceeded the target, as described, is within the Developing range denoted in HEDI charts, included in Section 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target, as described, is within the Ineffective range denoted in HEDI charts, included in Section 8.1.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

assets/survey-uploads/12190/506772-8o9AH60arN/Section 8.1 Point Allocation For Local Component.pdf

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 - 2	(d) measures used by district for teacher evaluation	STAR Early Literacy and Reading Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading for the local assessment for K - 5 students, teachers, and principals. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 5 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5. For all other K - 5 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November; and Spring: April through July. The HEDI points allocated to K - 5 principals will be based on

	the percentage of students within the grade who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. The HEDI points for K - 5 principals will be assigned according to the uploaded charts in section 8.2.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work resulted in above average performance, since the percentage of students who met or exceeded the target, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work resulted in average performance, since the percentage of students who met or exceeded the target, as described, is within the Effective range denoted in HEDI charts, included in Section 8.2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work was below the district's standards for performance, since the percentage of students who met or exceeded the target, as described, is within the Developing range denoted in HEDI charts, included in Section 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the target, as described, is within the Ineffective range denoted in HEDI charts, included in Section 8.2.

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

assets/survey-uploads/12190/506772-pi29aiX4bL/Section 8.2 Point Allocation For Local Component.pdf

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 HEDI score for a Principal with multiple locally selected measures will be weighted proportionately based on the number of students in the grade/school. The process for combining multiple locally selected measures into a single subcomponent HEDI category and score will be aligned with the example and method noted below. If the calculation results in a score that is not a whole number, it is expected that HEDI scores will be rounded to the nearest whole number. Therefore, if the actual HEDI calculation is less than 0.5,

the HEDI score will be truncated to the lower value, whereas, if the calculation is 0.5 or greater, then the HEDI score will be moved to the upper value. For example, if the HEDI score calculation is 14.3, then the HEDI score will be 14, whereas, if the actual HEDI score is 14.8, then the HEDI score will be 15.

The following example references a middle school principal who supervised three grades:

PRINCIPAL OF A MIDDLE SCHOOL- GRADES 6 - 8: Value-Added Measure

GRADE Number Percent of Growth HEDI Score HEDI Points Awarded
Grade 6 300 90% 14 5.60
Grade 7 270 75% 8 2.88
Grade 8 180 80% 12 2.88
TOTAL 750 11.36

The calculation for determining the HEDI points awarded is based on the following formula:
• Step 1: Total the number of students in the three grades. (Total = 750)
• Step 2: Calculate the percentage weight associated with each class:
o Grade 6: 300/750 =.40
o Grade 7: 270/750 = .36
o Grade 8: 180/750 = .24
• Step 3: Multiply the HEDI Score by the percentage weight for each class:
o Grade 6: =.40 x 14 = 5.60
o Grade 7: .36 x 8 = 2.88
o Grade 8: .24 x 12 = 2.88
• Step 4: Tally the total points for each class to determine HEDI Points

Based on this calculation, since the actual HEDI score is 11.36, the reported score for the princiapl would be 11. Thus, the HEDI rating for the principal is within the Effective range.

The calculation process for determining HEDI scores and ratings will be utilized for 0 - 15 value-added and 0 - 20 HEDI scales.

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The following process will be in place for assigning points and determining HEDI Ratings for all K - 12 principals in the 60 Point component using the Multidimensional Principal Performance Rubric.

ALLOCATION OF 60 POINTS
The points will be allocated based on the supervisor's assessment of the principal's leadership and management actions aligned with the six domains specified in the MPPR. The supervisor will gather evidence from the principal and conduct multiple school visits during the school year to assess the principal's performance and adherence to domains specified in the MPPR.

The principal will be assessed according to demonstrated performance within each MPPR domain, as specified. The number of points assigned to each domain will align with levels of performance in the rubric:
Shared Vision of Learning: 18 points
School Culture and Instructional Program: 20 Points
Safe , Efficient, and Effective Learning Environment: 8 Points
Communication with Stakeholders: 4 Points
Integrity, Fairness, and Ethics: 6 Points
Political, Social Economic, Legal, and Cultural Context: 4 Points

The specified areas will be assessed based on the four levels of proficiency denoted in the MPPR. All K - 12 principals will be expected to follow the process described in the attached Harborfields Central School District's Annual Performance Checklist.

A detailed explanation of the assignment of points is attached.

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

assets/survey-uploads/12205/506773-pMADJ4gk6R/Section 9 7-Process for Assigning Points.doc

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

Highly Effective: Overall performance and results exceed standards.	The principal's performance consistently exceeds expectations and competencies described in the following domains noted in the MPPR rubric: creating a vision for learning; setting goals aligned with the school and/or district's mission; establishing and maintaining a positive school culture; enhancing the instructional program; ensuring that the learning environment is safe; establishing and maintaining positive relationships with the school-community; being mindful of the need to be fair and maintain integrity; and addressing the culture context of the district. The principal continuously seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 55 - 60. The points will be assigned based on alignment with domains in the MPPR rubric. An overview of this process is noted in section 9.7.
Effective: Overall performance and results meet standards.	The principal's performance consistently meets expectations and competencies described in the following domains noted in the MPPR rubric: creating a vision for learning; identifying and achieving goals aligned with the school and/or district's mission; establishing and maintaining a positive school culture; enhancing the instructional program; ensuring that the learning environment is safe; establishing and maintaining a positive relationships with the school-community; being mindful of the need to be fair and maintain integrity; and addressing the culture context of the district. The principal frequently seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 40 - 54. The points will be assigned based on alignment with domains in the MPPR rubric. An overview of this process is noted in section 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	The principal demonstrates an adequate level of performance in addressing expectations and competencies described in the following domains in the MPPR rubric, yet is still developing in these areas: creating a vision for learning; identifying and achieving goals aligned with the school and/or district's mission; establishing and maintaining a positive school culture; enhancing the instructional program; ensuring that the learning environment is safe; establishing and maintaining a positive relationships with the school-community; being mindful of the need to be fair and maintain integrity; and addressing the culture context of the district. The principal sometimes seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 30 - 39. The points will be assigned based on alignment with domains in the MPPR rubric. An overview of this process is noted in section 9.7 .
Ineffective: Overall performance and results do not meet standards.	The principal demonstrates an inadequate level of performance in addressing expectations and competencies described in the following domains in the MPPR rubric, thus requiring close supervision and assistance: creating a vision for learning; identifying and achieving goals aligned with the school and/or district's mission; establishing and

	maintaining a positive school culture; enhancing the instructional program; ensuring that the learning environment is safe; establishing and maintaining a positive relationships with the school-community; being mindful of the need to be fair and maintain integrity; and addressing the culture context of the district. The principal rarely seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 0 - 29. The points will be assigned based on alignment with domains in the MPPR rubric. An overview of this process is noted in section 9.7.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

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 Friday, June 07, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

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/12168/506775-Df0w3Xx5v6/Section 11.2 Principal Improvement Process and Plan.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following appeals process will be in place for administrators as specified in Education Law Section §3012(c):

1. The annual evaluation of a building principal shall be presented at a meeting between the principal and Superintendent of Schools or his/her designee on a date selected by the Superintendent.

2. Within ten (10) business days of the receipt of a building principal's evaluation of developing or ineffective or PIP from the Superintendent of Schools based upon a total composite score, the principal may appeal the evaluation or PIP in writing to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to include a particular basis for the appeal within a principal's written appeal shall be deemed a waiver of that basis. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

3. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence and/or arguments submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal. The decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all respects and shall not be subject to review at arbitration, before any administrative agency or in any court of law. However, the failure of either party to abide by the above agreed upon process and/or PIP process shall be subject to the grievance procedure of the collective bargaining agreement.

4. In the event a principal receives a second consecutive evaluation of developing or ineffective, the appeals process set forth at Paragraphs 1 through 3 hereof, shall remain in effect. However, notwithstanding the provisions of Paragraph 3 hereof, in the event of a second consecutive evaluation of developing or ineffective, the principal may further appeal what shall be deemed the initial determination of the Superintendent or his/her designee, to a panel consisting of four District administrators, two selected by the President of the Administrators' bargaining unit and two from Central Office selected by the Superintendent. This further appeal must be submitted in writing to the panel within ten (10) business days of receipt of the Superintendent's initial determination on appeal pursuant to Paragraph 3 above. The review by the panel shall be completed within ten (10) business days of delivery of the written request for review from the building principal. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, support papers submitted by the principal and/or a response to the appeal by the principal's evaluator, if other than the Superintendent. However, within five (5) business days of receipt of the appeal, the panel may request written clarification of any of the information submitted as part of the original documentation. This request shall not extend the requirement of the panel to complete its work and issue a report and recommendation within the time limit set forth above. The panel's written review recommendation shall be transmitted to the Superintendent and the Appellant upon completion. The Superintendent shall consider the written review recommendation of the panel and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grieveable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure of the collective bargaining agreement.

5. In the event a majority of the panel is unable to agree upon a decision and recommendation to the Superintendent, it must report that fact to the Superintendent within ten (10) business days of receipt of the appeal. Thereafter, the affected principal may elect review of the appeals papers by one outside expert who will be chosen from a panel of three persons selected by the District and the Administrators' Unit, which panel shall be established by the parties. Should the parties fail to agree as to the composition of the panel prior to September 1st of each year, a list of ten qualified experts shall be provided to the parties by the Suffolk County Organization for the Promotion of Education (SCOPE). Upon receipt of the list, the parties shall attempt to agree upon the panel composition for that year. If the parties are unable to agree upon the selection of the panelists from the list provided, the outside expert to hear the review shall be chosen directly from the list on a rotating basis. If an expert is unavailable or unable to review the matter within fifteen (15) business days, then the next expert on the list will be selected. No present or prior employee of the Harborfields School District shall be eligible to serve on the panel or be selected as the outside expert and the outside expert shall notify the parties of any potential conflict of interest prior to accepting appointment. The panel composition shall be reviewed annually beginning on July 1, 2013. The cost of expert review shall be borne equally by the District and the Administrators' bargaining unit. The expert may recommend a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within fifteen (15) business days of delivery of the written request for review to the Superintendent. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the principal and/or a response to the appeal by the administrator's evaluator, if other than the Superintendent. The expert's written review recommendation shall be transmitted to the Superintendent and Appellant upon completion. The Superintendent shall consider the written review recommendation of the expert and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grieveable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining unit.

6. All written submissions referred to in paragraphs 2 and 5 shall be simultaneously exchanged between the parties.

7. Nothing set forth herein shall prevent an administrator from challenging the results of an evaluation within the context of a disciplinary proceeding pursuant to Education Law Section 3020-a.

8. An overall performance rating of developing or ineffective on the annual evaluation is the only rating subject to appeal. Principals who receive a rating of highly effective or effective shall not be permitted to appeal their rating. Tenured principals who are rated effective or highly effective may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days.

9. Non-tenured principals 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 principal improvement plan. Probationary principals who are rated ineffective, effective, highly effective or developing, may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days including school recess and summer recess periods.

10. All reference herein to business days shall include school and summer recess periods, but shall not include pre-approved vacation periods.

11. The timeframes, referred to herein, may be extended in a timely and expeditious manner, by mutual agreement of the parties, in accordance with Education Law Section 3012-c.

12. The parties agree to begin renegotiations for a successor appeal process no later than February 15, 2016. In the unlikely event that a successor agreement is not reached by June 30, 2016, the above appeal process shall remain in effect.

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

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

The lead evaluators and evaluators will participate in annual training. A new evaluator to the district will be certified upon successful completion of training, according to the nine elements specified. The evaluator will receive training from certified district evaluators, in addition to attending BOCES RTTT trainings.

The lead evaluators and evaluators participated in a minimum of 36 hours of professional development, which addressed the following nine elements:

Elements and Duration of Training

1. NYS Teaching Standards/ISLLC
Leadership Standards: 10 hours
2. Evidence-based Observation: 12 hours
3. Application and use of Student Growth Percentile and
Value-added Growth Model data: 4 hours
4. Application and use of State-approved Teacher/Principal Practice Rubrics
including training for inter-rater reliability: 12 hours
5. Application and use of assessment tools used to evaluate teachers/principals: 4 hours
6. Application and use of State-approved locally selected measures
of student achievement: 4 hours
7. Use of Statewide Instructional Reporting System: 2 hours
8. Scoring methodology used to evaluate teachers/principals: 2 hours
9. Specific considerations in evaluating principals of ELLs and
students with disabilities: 4 hours
Re-certification of Administrators: Minimum 12 hours annually

A detailed description of the lead evaluator/evaluators' training was uploaded as an attachment.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Tuesday, December 17, 2013

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/12158/506776-3Uqgn5g9Iu/APPR District Certification_7.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.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW
LIST OF OTHER COURSES
STUDENT LEARNING OBJECTIVES

Course(s) or Subject(s)	Option	Assessment
9–12 Math Core Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 Math Elective Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 Math Advanced Placement Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 Social Studies Core Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 Social Studies Advanced Placement Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 Social Studies Elective Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment

Course(s) or Subject(s)	Option	Assessment
9–12 Core Science Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 Science Advanced Placement Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 Science Elective Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 LOTE Core Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 LOTE Advanced Placement and College Level Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
9–12 Business Elective Courses	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
K–2 AIS Reading	District-developed Assessment	Harborfields' District-developed Grades K – 2 AIS Reading Assessment
3–8 AIS Reading	School-wide Measure Based on State Assessment	New York State ELA Assessment, Grade Specific
9–12 AIS Reading	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment

Course(s) or Subject(s)	Option	Assessment
K–2 AIS Math	District-developed Assessment	Harborfields' District-developed Grades K – 2 AIS Math Assessment
3–8 AIS Math	School-wide Measure Based on State Assessment	New York State Math Assessment, Grade Specific
9–12 AIS Math	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
K–8 Speech	District-developed Assessment	Harborfields' District-developed Grades K – 12 Speech Assessment
9–12 Speech	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
K–8 Library	District-developed Assessment	Harborfields' District-developed Grades K – 8 Reading Assessment
9–12 Library	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to the New York State Common Core Algebra I Regents Assessment
K–12 ESL	New York State Assessment	NYSESLAT
K–8 Integrated	District-developed Assessment	Harborfields' District-developed Grades K – 8 Integrated Assessment
9–12 Integrated	School-wide Measure Based on State Assessment	New York State Comprehensive English Regents Assessment for 2014-2015 and New York State Common Core English Regents Assessment in subsequent years, in addition to New York State Common Core Algebra I Regents Assessment
K–12 Special Classes	New York State Assessment	NYSAA

Course(s) or Subject(s)	Option	Assessment
For all other teachers with students enrolled in 4–8 ELA courses, in which the New York State assessment will be administered	New York State Assessment	Course Specific New York State Assessment
For all other teachers with students enrolled in 4–8 Math courses, in which the New York State assessment will be administered	New York State Assessment	Course Specific New York State Assessment

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR STUDENT LEARNING OBJECTIVES

Overview:

The following chart depicts the point allocation for student learning objectives as comparable growth measures for K – 12 teachers, based on assessments that are rigorous and comparable across grades and classrooms.

The following *point allocation* chart will be applicable for teachers who do not receive a Value-Added Student Growth measure from NYSED. Thus, the student learning objectives will be assigned a maximum of 20 points, if applicable.

Rating	Growth on State Assessments
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR LOCAL COMPONENT
SECTION 3.3: TEACHERS

Overview:

The following two charts depict the point allocation for the local component for K – 12 teachers. The local component for K – 5 teachers is based on the NYSED approved 3rd party assessment, STAR Enterprise. Based on guidance provided by STAR Enterprise, accommodations will be made for students with disabilities and English Language learners. The local component for 6 – 8 teachers will be based on a school-wide measure utilizing the New York State Common Core Algebra 1 Regents in the 2014-2015 school year and in subsequent years. The local component for 9 – 12 teachers will be based on a school-wide measure utilizing the New York State Comprehensive English Regents in 2013-2014 and 2014 -2015 school years, and New York State Common Core English Regents, in subsequent years.

Chart 1:

The following *point allocation* chart will be applicable for teachers who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

Rating	Point Allocation for Locally-Selected Measures
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
15	92% - 100%	7	69% - 74%
14	85% - 91%	6	62% - 68%
13	81% - 84%	5	58% - 61%
12	80%	4	55% - 57%
11	79%	3	50% - 54%
10	78%	2	45% - 49%
9	76% - 77%	1	40% - 44%

8	75%	0	0% - 39%

Chart 2:

The following *point allocation* chart will be applicable for teachers who do not receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 20 points.

Rating	Point Allocation for Locally-Selected Measures
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW LIST OF OTHER COURSES-LOCAL COMPONENT SECTION 3.12

Course(s) or Subject(s)	Option	Assessment
9 – 12 Music	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9 – 12 Physical Education	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9 – 12 Health	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9 – 12 Math Core Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9 – 12 Math Elective Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9 – 12 Math Advanced Placement Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years

Course(s) or Subject(s)	Option	Assessment
		and Common Core English Regents Exam in subsequent years
9-12 Social Studies Core Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9-12 Social Studies Advanced Placement Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9-12 Social Studies Elective Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9-12 Core Science Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9-12 Science Advanced Placement Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9-12 Science Elective Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years

Course(s) or Subject(s)	Option	Assessment
9-12 LOTE Core Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9-12 LOTE Advanced Placement and College Level Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
9-12 Business Elective Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
All Other K – 1 Courses	School-wide Measure Computed Locally	STAR Early Literacy
2 – 5 AIS Reading Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
6 – 8 AIS Reading Courses	School-wide Measure Computed Locally	New York State Common Core Algebra I Regents Exam
9 – 12 AIS Reading Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years
2 - 5 AIS Math Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
6 – 8 AIS Math Courses	School-wide Measure Computed Locally	New York State Common Core Algebra I Regents Exam
9 – 12 AIS Math Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years

Course(s) or Subject(s)	Option	Assessment
All Other 2 – 5 Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
All Other 6 – 8 Courses	School-wide Measure Computed Locally	New York State Common Core Algebra I Regents Exam
All Other 9 – 12 Courses	School-wide Measure Computed Locally	New York State Comprehensive English Regents Exam for 2013-2014 and 2014-2015 school years and Common Core English Regents Exam in subsequent years

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR LOCAL COMPONENT
SECTION 3.13: TEACHERS

Overview:

The following two charts depict the point allocation for the local component for K – 12 teachers. The local component for K – 5 teachers is based on the NYSED approved 3rd party assessment, STAR Enterprise. Based on guidance provided by STAR Enterprise, accommodations will be made for students with disabilities and English Language learners. The local component for 6 – 8 teachers will be based on a school-wide measure utilizing the New York State Common Core Algebra 1 Regents in the 2014-2015 school year and in subsequent years. The local component for 9 – 12 teachers will be based on a school-wide measure utilizing the New York State Comprehensive English Regents in 2013-2014 and 2014 -2015 school years, and New York State Common Core English Regents, in subsequent years.

Chart 1:

The following *point allocation* chart will be applicable for teachers who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

Rating	Point Allocation for Locally-Selected Measures
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
15	92% - 100%	7	69% - 74%
14	85% - 91%	6	62% - 68%
13	81% - 84%	5	58% - 61%
12	80%	4	55% - 57%
11	79%	3	50% - 54%
10	78%	2	45% - 49%
9	76% - 77%	1	40% - 44%

8	75%	0	0% - 39%

Chart 2:

The following *point allocation* chart will be applicable for teachers who do not receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 20 points.

Rating	Point Allocation for Locally-Selected Measures
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS FOR ASSIGNING POINTS

The following process will be in place for assigning points and determining HEDI Ratings for all K - 12 classroom teachers in the 60 Point component using the Charlotte Danielson Framework for Teaching Rubric.

ALLOCATION OF 60 POINTS

The allocation of points will be determined according to the following process:

- **Classroom Observations**: The supervising evaluator will conduct a minimum of two observations for tenured teachers, and minimum of five observations for non-tenured teachers. A total of 36 points will be allocated to classroom observations based on Domains I, II, and III of Charlotte Danielson's Framework for Teaching rubric. These domains will be assessed based on levels of proficiency denoted in the Charlotte Danielson Framework for Teaching rubric. The supervising evaluator will complete a written report for formal and informal observations.
  - The announced formal observation consists of the following components, as described in the Framework:
    - Pre-observation conference with the supervising evaluator
    - Completion of the pre-observation conference form
    - Completion of the lesson plan form
    - Post-observation conference with the supervising administrator
    - Completion of the lesson assessment form
  - The unannounced informal observation will include a post-observation conference.

✧ **Other Areas of Responsibility**:

The supervising evaluator will be responsible for assessing areas denoted in Domain IV of Charlotte Danielson's Framework for Teaching rubric. The following areas will be assessed based on evidence submitted by the teacher, as described in the rubric: professional growth activities, goals and assessment of goals, assessment of lesson observation, communication with families, maintaining accurate records, professionalism, participation in a professional community, and lesson planning. A total of 24 points will be allocated to Domain IV. The subcomponents in Domain IV will be assessed based on levels of proficiency denoted in the Charlotte Danielson Framework for Teaching rubric.

All K - 12 teachers will be expected to follow the process described in the attached Harborfields Central School District's Annual Performance Checklist, in addition to completing all associated forms. Upon the conclusion of the school year, teachers will be expected to complete the NYSED Verification of Teacher-Student Data form.

ASSIGNING POINTS

DOMAINS I, II, and III:

The supervising evaluator will conduct a minimum of two observations for tenured teachers, and minimum of five observations for non-tenured teachers. A total of 36 points will be allocated to classroom observations based on Domains I, II, and III of Charlotte Danielson's Framework for Teaching rubric.

The evaluator will conduct formal classroom observations and rate subcomponents within each Domain observed, based on levels of proficiency denoted in the Charlotte Danielson Framework for Teaching rubric. Each subcomponent will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Domain, ranging from 0 to 4 points.

The subcomponents observed during the informal observation will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Informal Observation, ranging from 0 to 4 points.

The average rating for each domain will be determined according to the process described. The 9 points allocated to each domain will be based on the average rating attained, as depicted in the following chart. The Formal Observation, based on three domains, will account for 27 points, whereas the Informal Observation accounts for 9 points. Therefore, a total of 36 points will be allocated to observations. If multiple observations are conducted, an average of points earned will be calculated, in order to arrive at a total of 36 points for this section.

HEDI SCORES FOR DOMAINS I, II, and III:			
POINTS	**AVERAGE RATING**	**POINTS**	**AVERAGE RATING**
9	3.5 - 4.0	4	1.0 - 1.4
8	3.0 - 3.4	3	0.5 - 0.9
7	2.5 - 2.9	2	0.2 - 0.4
6	2.0 - 2.4	1	0.1
5	1.5 - 1.9	0	0.0

DOMAIN IV:

The subcomponents within Domain IV, will be assessed based on alignment with Charlotte Danielson's Framework for Teaching rubric. A total of 24 points will be allocated to this Domain. Each subcomponent will be rated on a scale of 1 to 4. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for Domain IV, ranging from 0 to 4 points.

HEDI SCORES FOR DOMAIN IV			
POINTS	AVERAGE RATING	POINTS	AVERAGE RATING
24	4.0	11	2.4
23	3.8 - 3.9	10	2.3
22	3.6 - 3.7	9	2.2
21	3.4 - 3.5	8	2.1
20	3.3	7	2.0
19	3.2	6	1.7 - 1.9
18	3.1	5	1.5 – 1.6
17	3	4	1.1 – 1.4
16	2.9	3	0.5 – 1.0
15	2.8	2	0.3 - 0.4
14	2.7	1	0.1 - 0.2
13	2.6	0	0.0
12	2.5		

CALCULATION OF POINTS FOR DOMAINS I, II, III, and IV:

The points obtained from Domains I, II, and III, will be added to points obtained from Domain IV, to determine the local score for the 60 point component. The following chart depicts the scoring ranges for each HEDI rating:

Rating Categories	Scoring Range
Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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Teacher Improvement Plan Process

The Teacher Improvement Plan (TIP) is designed to support a teacher with the improvement of instruction, professional responsibilities, and enhancement of student achievement. The attached Teacher Improvement Plan will be initiated for a teacher who receives a Developing or Ineffective rating. The supervising evaluator will be expected to complete the following sections of the Annual Evaluation form on or about June 15 annually:

- ✧ Part I: Overview of Domains I, II, and III, and associated points, depicted in Charlotte Danielson's Framework for Teaching rubric
- ✧ Part II: Overview of Domain IV and associated points
- ✧ Part III: Overview of Local Component and associated points

If the teacher's HEDI rating is within the Ineffective or Developing ranges, the supervisor will be expected to notify the teacher that he/she will receive a Teacher Improvement Plan within ten school days of the opening of classes in the school year following the performance year.

In September, beginning with the opening of the school year and no later than September 10, if the teacher's rating for the subcomponent 'Growth on State Assessments or Comparable Measures' is within the Developing or Ineffective range, the teacher will receive a Teacher Improvement Plan.

The Teacher Improvement Plan addresses the following areas:

- ✧ <u>SECTION I: STANDARDS-BASED GOALS/AREAS IN NEED OF IMPROVEMENT</u>

  - <u>Identified Areas in Need of Improvement</u>: The teacher's supervisor will identify areas in need of improvement based on evidence noted in observations and evaluations. The supervisor will support and guide the teacher to ensure improvement and growth.

  - <u>Action Plan, including Differentiated Activities</u>: The teacher, in collaboration with his/her supervisor, will develop an action plan,

including goals and strategies for improving identified areas in need of improvement.

- Timeline for Implementation: The supervisor will formulate a timeline for implementing the action plan to ensure the teacher's improvement in specified areas.
- Assessment: The action plan will specify the manner in which the improvement will be assessed.

✧ SECTION II: SUPPORT AND GUIDANCE

- Professional Learning Activities to Support the Teacher: The supervisor will provide resources and support to the teacher, including suggested professional learning activities, for the duration of the plan. The teacher's progress will be assessed to ensure compliance with goals specified in the action plan, at meetings held during the year,
- Artifacts or Benchmarks of Improvement: The teacher will collect and present evidence, including artifacts and benchmarks aligned with goals, at meetings held during the year to ensure the teacher's progress and growth.
- Evidence to Assess Improvement: The supervisor will collect evidence from goals and evaluations to assess the teacher's improvement.

✧ SUMMARY NOTES FROM PROGRESS MEETINGS

- The supervisor will be expected to meet a minimum of three times during the year to ensure the teacher's improvement according to the action plan and identified goals. The supervisor will include notes in the TIP detailing the teacher's progress addressed at meetings held during the school year.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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TEACHER'S PERFORMANCE IMPROVEMENT PLAN

TEACHER:	ASSIGNMENT:
NAME:	Tenured:_____ Non-Tenured Year:_____
SCHOOL:	
TEACHER'S SIGNATURE: DATE: (Signature indicates receipt of this report)	SUPERVISOR/ADMINISTRATOR'S SIGNATURE: DATE:

INITIAL MEETING: _____

MID-YEAR MEETING: _____

END-OF-YEAR MEETING: _____

SECTION I: Standards-based Goals/Areas in Need of Improvement

IDENTIFIED AREAS IN NEED OF IMPROVEMENT

ACTION PLAN, INCLUDING DIFFERENTIATED ACTIVITIES:

IMPLEMENTATION TIMELINE:

ASSESSMENT:

SECTION II: SUPPORT AND GUIDANCE

PROFESSIONAL LEARNING ACTIVTIES TO SUPPORT THE TEACHER:

ARTIFACTS OR BENCHMARKS OF IMPROVEMENT:

EVIDENCE FROM EVALUATIONS TO ASSESS IMPROVEMENT:

SUMMARY: _____

_____

_____

_____

_____

_____

_____

NOTE: This form will be completed a minimum of three times during the year to ensure the teacher's professional improvement.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR STUDENT LEARNING OBJECTIVES

Overview:

The following chart depicts the point allocation for student learning objectives as comparable growth measures for K – 12 principals, based on assessments that are rigorous and comparable across grades and classrooms.

The following *point allocation* chart will be applicable for principals who do not receive a Value-Added Student Growth measure from NYSED. Thus, the student learning objectives will be assigned a maximum of 20 points, if applicable.

Rating	Growth on State Assessments
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR LOCAL COMPONENT SECTION 8.1: PRINCIPALS

Overview:

The following two charts depict the point allocation for the local component for K – 12 principals. The local component for K – 5 principals is based on the NYSED approved 3rd party assessment, STAR Enterprise. Based on guidance provided by STAR Enterprise, accommodations will be made for students with disabilities and English Language learners. The local component for the 6 – 8 principal will be based on a school-wide measure utilizing the New York State Common Core Algebra 1 Regents in the 2014-2015 school year and in subsequent years. The local component for the 9 – 12 principal will be based on a school-wide measure utilizing the New York State Comprehensive English Regents in 2013-2014 and 2014 -2015 school years, and New York State Common Core English Regents, in subsequent years.

Chart 1:

The following *point allocation* chart will be applicable for principals who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

Rating	Point Allocation for Locally-Selected Measures
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
15	92% - 100%	7	69% - 74%
14	85% - 91%	6	62% - 68%
13	81% - 84%	5	58% - 61%
12	80%	4	55% - 57%
11	79%	3	50% - 54%
10	78%	2	45% - 49%
9	76% - 77%	1	40% - 44%

8	75%	0	0% - 39%

Chart 2:

The following *point allocation* chart will be applicable for principals who do not receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 20 points.

Rating	Point Allocation for Locally-Selected Measures
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR LOCAL COMPONENT
SECTION 8.2: PRINCIPALS

Overview:

The following two charts depict the point allocation for the local component for K – 12 principals. The local component for K – 8 principals is based on the NYSED approved 3rd party assessment, STAR Enterprise. Based on guidance provided by STAR Enterprise, accommodations will be made for students with disabilities and English Language learners. The local component for the 6 – 8 principal will be based on a school-wide measure utilizing the New York State Common Core Algebra 1 Regents in the 2014-2015 school year and in subsequent years The local component for the 9 – 12 principal will be based on a school-wide measure utilizing the New York State Comprehensive English Regents in 2013-2014 and 2014 -2015 school years, and New York State Common Core English Regents, in subsequent years.

Chart 1:

The following *point allocation* chart will be applicable for principals who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

Rating	Point Allocation for Locally-Selected Measures
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
15	92% - 100%	7	69% - 74%
14	85% - 91%	6	62% - 68%
13	81% - 84%	5	58% - 61%
12	80%	4	55% - 57%
11	79%	3	50% - 54%
10	78%	2	45% - 49%
9	76% - 77%	1	40% - 44%

8	75%	0	0% - 39%

Chart 2:

The following *point allocation* chart will be applicable for principals who do not receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 20 points.

Rating	Point Allocation for Locally-Selected Measures
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS FOR ASSIGNING POINTS

The following process will be in place for assigning points and determining HEDI Ratings for all K - 12 principals in the 60 Point component using the Multidimensional Principal Performance Rubric.

ALLOCATION OF 60 POINTS

The points will be allocated based on the supervisor's assessment of the principal's leadership and management skills aligned with the six domains specified in the MPPR. The supervisor will gather evidence from the principal and conduct multiple visits during the school year to assess the principal's performance and adherence to dimensions specified in the MPPR.

The principal will be assessed according to demonstrated performance within each MPPR Domain. The number of points assigned to each Domain will align with levels of performance in the rubric. Several dimensions will be assessed within each Domain, as specified in the following chart. As a result, the points will be allocated based on the Point Allocation charts denoted in this section.

DOMAIN	POINT ALLOCATION
DOMAIN I: Shared Vision of Learning	
Annual Goals' Work Plan and End-of-Year assessment	12 Points
Evidence of Programs Aligned with School's Mission and District Goals	6 Points
DOMAIN II: School Culture and Instructional Program	
School Visitations (Formal: 12 Points and Informal 8 Points	20 Points
DOMAIN III: Safe, Efficient, and Effective Learning Environment	
Review of APPR Related Documents and Classroom Observations	8 Points

DOMAIN IV: Communication with Stakeholders	
Communication Artifacts	4 Points
DOMAIN V: Integrity, Fairness, and Ethics	
Evidence that Ensures a System of Accountability	6 Points
DOMAIN VI: Political, Social Economic, Legal, and Cultural Context	
Evidence of Participation in a Professional Growth Activities	4 Points
TOTAL	60 Points

All K - 12 principals will be expected to follow the process described in the attached Harborfields Central School District's Annual Performance Checklist. Upon the conclusion of the school year, the principal will need to ensure that all teachers completed the NYSED Verification of Teacher-Student Data form.

ASSIGNING POINTS

The evaluator will conduct site visits and rate dimensions within each Domain observed, based on levels of proficiency denoted in the Multidimensional Principal Performance Rubric. Each dimension within the Domain will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific dimension. The evaluator will tally total points earned and determine an average score for the Domain, ranging from 0 to 4 points.

The points will be allocated in clusters 12 points; 8 points; 6 points; and 4 points, according to the charts denoted in this section. With regard to multiple site visits, an average of points awarded for each site visit will be calculated.

The supervising evaluator will meet with the administrator to identify annual goals, conduct school visits, assess programs aligned with the school's mission and/or district goals, review classroom observations, assess communication with stakeholders, ensure a system of accountability by assessing the implementation of the teachers' evaluation process, and review evidence of professional growth activities. The supervisor will rate each domain/category based on alignment with levels of proficiency denoted in the MPPR.

The points earned in each domain/category will be tallied and divided by the number of elements to determine the overall rating for the

domain/category. For example, Domain lll-Learning Environment is comprised of one category rated at 8 points. If the supervisor rates 10 elements associated with this domain for a total of 36 points, then the HEDI Score would be 36/10 or 3.6, which equates to 8 points, according the 8 Point Value Chart. Therefore, the following charts depict the allocation of points for each of the options available through this process:

HEDI SCORES FOR RATING PERFORMANCE DOMAIN: 12 POINTS				
POINTS	**AVERAGE RATING**		**POINTS**	**AVERAGE RATING**
12	3.8 - 4.0		6	2.1 – 2.4
11	3.6 - 3.7		5	1.6 – 2.0
10	3.3 - 3.5		4	1.1 – 1.5
9	3.0 – 3.2		3	0.6 – 1.0
8	2.7 - 2.9		2	0.3 – 0.5
7	2.5 – 2.6		1	0.1 – 0.2
			0	0.0

HEDI SCORES FOR RATING PERFORMANCE DOMAIN: 8 POINTS				
POINTS	**AVERAGE RATING**		**POINTS**	**AVERAGE RATING**
8	3.5 - 4.0		4	1.5 – 1.9
7	3.0 - 3.4		3	1.0 – 1.4
6	2.5 – 2.9		2	0.4 – 0.9
5	2.0 – 2.4		1	0.1 – 0.3
			0	0.0

HEDI SCORES FOR RATING PERFORMANCE DOMAIN: 6 POINTS				
POINTS	**AVERAGE RATING**		**POINTS**	**AVERAGE RATING**
6	3.0 - 4.0		3	1.0 - 1.6
5	2.2 – 2.9		2	0.5 – 0.9
4	1.7 – 2.1		1	0.1 – 0.4
			0	0.0

HEDI SCORES FOR RATING PERFORMANCE DOMAIN: 4 POINTS				
POINTS	**AVERAGE RATING**		**POINTS**	**AVERAGE RATING**
4	3.8 - 4.0		1	0.5 - 1.7
3	3.0 - 3.7		0	0.0 - 0.4
2	1.8 - 2.9			

The points from the domains will be tallied to determine the local score for the 60 point component. The HEDI rating will be based on the following scoring ranges:

Rating Categories	Scoring Range
Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

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Principal Improvement Plan Process

The Principal Improvement Plan (PIP) is designed to support a principal/administrator with the improvement of instruction, professional responsibilities, and enhancement of student achievement. The attached Principal Improvement Plan will be initiated for a principal/administrator who receives a Developing or Ineffective rating. The supervising evaluator will be expected to complete the following sections of the Annual Evaluation form on or about June 15 annually:

- ✧ Part I: Overview of Domains depicted in the Multidimensional Principal Performance Rubric
- ✧ Part II: Overview of Local Component and associated points

If the principal/administrator's HEDI rating is within the Ineffective or Developing ranges, the supervisor will be expected to notify the principal/administrator that he/she will receive a Principal Improvement Plan within ten school days of the opening of classes in the school year following the performance year.

In September, beginning with the opening of the school year and no later than September 10, if the principal/administrator's rating for the subcomponent 'Growth on State Assessments or Comparable Measures' is within the Developing or Ineffective range, the principal/administrator will receive a Principal Improvement Plan.

The Principal Improvement Plan addresses the following areas:

- ✧ <u>SECTION I: STANDARDS-BASED GOALS/AREAS IN NEED OF IMPROVEMENT</u>

  - <u>Identified Areas in Need of Improvement</u>: The principal/administrator's supervisor will identify areas in need of improvement based on evidence noted in evaluations. The supervisor will support and guide the principal/administrator to ensure improvement and growth.

- Action Plan, including Differentiated Activities: The principal/administrator, in collaboration with his/her supervisor, will develop an action plan, including goals and strategies for improving identified areas in need of improvement.
- Timeline for Implementation: The supervisor will formulate a timeline for implementing the action plan to ensure the principal/administrator's improvement in the specified areas.
- Assessment: The action plan will specify the manner in which the improvement will be assessed.

✧ SECTION II: SUPPORT AND GUIDANCE

- Professional Learning Activities to Support the Administrator: The supervisor will provide resources and support to the principal/administrator for the duration of the plan. The principal/administrator's progress will be assessed to ensure compliance with goals specified in the action plan, at meetings scheduled during the year,
- Artifacts or Benchmarks of Improvement: The principal/administrator will collect and present evidence, including artifacts and benchmarks aligned with goals, at meetings held during the year to ensure the principal/administrator's progress and growth.
- Evidence from Evaluations/School Visits to Assess Improvement: The supervisor will review evidence gathered from the progress of goals, evaluations, and school visits to assess the principal/administrator's improvement.
- Mentor: The principal/administrator in need of improvement will be mentored to ensure progress towards the successful implementation of identified goals.

✧ SUMMARY NOTES FROM PROGRESS MEETINGS

- The supervisor will be expected to meet a minimum of three times during the year to ensure the principal/administrator's improvement according to the action plan and goals identified. The supervisor will include notes in the PIP detailing the principal/administrator's progress addressed at meetings held during the school year.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

PRINCIPAL'S PERFORMANCE IMPROVEMENT PLAN

ADMINISTRATOR:	ASSIGNMENT:
NAME:	Tenured:_____Non-Tenured Year:_____
SCHOOL:	
ADMINISTRATOR'S SIGNATURE: DATE: (Signature indicates receipt of this report)	SUPERVISOR/ADMINISTRATOR'S SIGNATURE: DATE:

INITIAL MEETING: _____	PARTICIPANTS: _____ SUPERVISING ADMINISTRATOR: _____
MID-YEAR/FOLLOW-UP MEETING: _____	PARTICIPANTS: _____ SUPERVISING ADMINISTRATOR: _____
END-OF-YEAR/ FOLLOW-UP MEETING: _____	PARTICIPANTS: _____ SUPERVISING ADMINISTRATOR: _____

SECTION I: Areas in Need of Improvement

IDENTIFIED AREAS IN NEED OF IMPROVEMENT:

ACTION PLAN, INCLUDING DIFFERENTIATED ACTIVITIES:

IMPLEMENTATION TIMELINE:

ASSESSMENT:

SECTION II: SUPPORT AND GUIDANCE

PROFESSIONAL LEARNING ACTIVTIES TO SUPPORT THE ADMINISTRATOR:

ARTIFACTS OR BENCHMARKS OF IMPROVEMENT:

EVIDENCE FROM EVALUATIONS AND SCH0OL VISITS TO ASSESS IMPROVEMENT:

SUMMARY: _____

_____

_____

_____

_____

_____

_____

NOTE: This form will be completed a minimum of three times during the year to ensure the administrator's professional growth and improvement.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Diana Todaro 12-17-2013

Teachers Union President Signature: Date:

Jeffrey G. Shaw 12-17-13

Administrative Union President Signature: Date:

12/17/13

Board of Education President Signature: Date:

12-17-13