



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

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February 17, 2014

**Revised**

Dr. Susan A. Agruso, Superintendent  
Kings Park Central School District  
180 Lawrence Road  
Kings Park, NY 11754

Dear Superintendent Agruso:

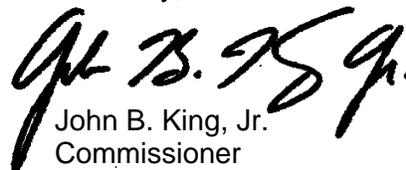
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Maureen Whitley

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, July 25, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 580805060000

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

580805060000

#### 1.2) School District Name: KINGS PARK CSD

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

KINGS PARK 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 Thursday, February 06, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3<sup>rd</sup> party assessments; or

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

State assessments, *required if one exists*

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise and STAR Reading Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise and Star Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	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 SLOs for K-3 ELA will utilize State approved 3rd party assessments. The same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. For grades K-2 the STAR assessments will be used for the pretest in the fall to obtain baseline data, and targets for student growth will be set for the end-of-year administration of the STAR assessments. For grade 3, the STAR assessment will be used as a pretest for baseline data, and targets for student growth will be set for the

3rd Grade State ELA Assessment. Teachers in consultation with their principal will set individual growth targets based on the pretest of the students assigned to the teacher. The Superintendent or her designee will approve the growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise and STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	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 SLOs for K-3 Math will utilize State approved 3rd party assessments. The same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. For grades K-2 the STAR assessments will be used for the pretest in the fall to obtain baseline data, and targets for student growth will be set for the end-of-year administration of the STAR assessments. For grade 3, the STAR assessment will be used as a pretest for baseline data, and targets for student growth will be set for the 3rd Grade State Math Assessment. Teachers in consultation with

their principal will set individual growth targets based on the pretest of the students assigned to the teacher. The Superintendent or her designee will approve the growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Kings Park Developed Grade 7 Science Examination

	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.

Science is taught in grade 6 by Common Branch elementary teachers who also teach grade 6 mathematics. The SLO for Grade 7 Science will utilize the Kings Park Developed Science Exams, which will be rigorous and comparable in accordance with Commissioner's regulations. The SLO for 8th grade Science will utilize the 8th Grade State Science assessment. The same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to the administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. Teachers in consultation with their principal will set individual growth targets for either the grade 7 Kings Park Developed Science Exams or the 8th Grade State Science assessment for the students assigned to them utilizing baseline

data based on each student’s prior academic performance. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Kings Park Developed Grade 7 Social Studies Examination
8	District, regional or BOCES-developed assessment	Kings Park Developed Grade 8 Social Studies Examination

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.

Social Studies is taught in grade 6 by Common Branch elementary teachers who also teach grade 6 ELA. The SLOs for Grades 7-8 Social Studies will utilize the Kings Park Developed Social Studies Exams, which will be rigorous and comparable in accordance with Commissioner's regulations. The same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to the administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. Teachers in consultation with their principal will set individual growth targets for the Kings Park Developed Social Studies Exams for the students assigned to them utilizing baseline data based on each student’s prior academic performance. The Superintendent or her designee will approve the growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Kings Park Developed Global 1 Social Studies Examination

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 SLOs for high school Social Studies Regents Courses will be rigorous and comparable and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to the administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. Teachers in consultation with their principal will set individual growth targets for the Kings Park Developed Global 1 Social Studies Examination or the Regents assessment for Global 2 or American History for the students assigned to them utilizing baseline data based on each student's prior academic performance. The Superintendent or her designee will approve the growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Regents Science Courses will be rigorous and comparable and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to the administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. Teachers in consultation with their principal will set individual growth targets for the Regents assessment for Living Environment, Earth Science, Chemistry or Physics for the students assigned to them utilizing baseline data based on each student's prior academic performance. The Superintendent or her designee will approve the growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
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Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Regents Mathematics Courses will be rigorous and comparable and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to the administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. Teachers in consultation with their principal will set individual growth targets for the Regents assessment for the students assigned to them utilizing baseline data based on each student's prior academic performance. Students in Common Core Algebra will take both the Integrated Algebra Regents and the NYS Common Core Algebra Regents; teachers will use the higher assessment score. The Superintendent or her designee will approve the growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Kings Park Developed Grade 9 ELA Exam
Grade 10 ELA	District, regional or BOCES-developed assessment	Kings Park Developed Grade 10 ELA Exam
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, 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 SLOs for high school English Language Arts Courses will be rigorous and comparable and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to the administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. Teachers in consultation with their principal will set individual growth targets for the Kings Park Developed ELA Examinations in Grade 9 or Grade 10 or the Grade 11 NYS Comprehensive English Regents Exam for the students assigned to them utilizing baseline data based on each student's prior academic performance. The Superintendent or her designee will approve the growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points

from 0 to 20.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other secondary English courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific English Examinations
All other secondary Math courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Mathematics Examinations
All other secondary Science courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Science Examinations
All other secondary Social Studies courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Social Studies Examinations
Grade 8 Italian and Spanish	District, Regional or BOCES-developed	Long Island Regionally Developed FLACS (Foreign Language Association of Chairpersons and Supervisors) Exams in grade 8 Italian and Spanish
All Technology courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Technology Examinations
All Physical Education courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Physical Education Assessments
All Health courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Health Examinations
All Art courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Art Assessments
All Music courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Music Assessments
All Home Economics courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Home Economics Examinations
ESL K-8	State Assessment	NYSESLAT
ESL 9-12	State Assessment	NYSESLAT
High School French, Italian, Spanish end of 3 year sequence	District, Regional or BOCES-developed	Long Island Regionally Developed FLACS (Foreign Language Association of Chairpersons and Supervisors) Exams for the end of 3 year sequence in French, Italian, and Spanish
All other secondary Foreign Language courses	District, Regional or BOCES-developed	Kings Park Developed Course Specific Foreign Language Examinations

Reading K-1	State-approved 3rd party assessment	Star Early Literacy Enterprise and STAR Reading Enterprise
Reading 2; 9-12	State-approved 3rd party assessment	STAR Reading Enterprise

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 SLOs for the courses listed in 2.10 will be rigorous and comparable and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to the administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. Teachers in consultation with their principal will set individual growth targets for the assessment specified for each course listed in 2.10 for the students assigned to them utilizing baseline data based on each student's prior academic performance. The Superintendent or her designee will approve the growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 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)

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124530-TXEttx9bQW/APPR 20 point conversion scale 6-21-12.docm

## 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.

All SLOs will have targets set based on prior academic achievement (academic history). For example, to determine growth in grade 9 English Language Arts (ELA), the student's performance on the grade 8 State Assessment in ELA will be used as the baseline. No other controls will be used. No adjustment factors will be used.

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

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

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

### 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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#### Page 1

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

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

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	5) District, regional, or BOCES–developed assessments	KP Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	KP Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	KP Developed Grade 8 ELA 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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The State approved 3rd party assessments for Grades 4-5 ELA and the KP Developed Grade 6 - 8 ELA Assessments will be rigorous and valid and the same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. For grades 4-5 the STAR assessments will be used to obtain achievement data at the end of the school year. Teachers in grades 4 through 8 in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15. The 20 point chart will be utilized until the Value-Added model is implemented in the 2014-2015 school year.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.3.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.3.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.3.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.3.</p>

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	5) District, regional, or BOCES–developed assessments	KP Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	KP Developed Grade 7 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The State approved 3rd party assessments for Grades 4-5 Math and the KP Developed Grade 6 - 8 Math Assessments will be rigorous and valid and the same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. For grades 4-5 the STAR assessments will be used to obtain achievement data at the end of the school year. Teachers in grades 4 through 8 in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15. The 20 point chart will be utilized until the Value-Added model is implemented in the 2014-2015 school year.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.3.

### 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.

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

**Growth or achievement measure(s) from these options.**

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise and Star Reading Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise and Star Reading Enterprise
2	4) State-approved 3rd party assessments	Star Reading Enterprise
3	4) State-approved 3rd party assessments	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 State approved 3rd party assessments for K-3 ELA will be rigorous and valid and the same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. For grades K-3 the STAR assessments will be used to obtain achievement data at the end of the school year. Teachers in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise and STAR Math Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math 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 State approved 3rd party assessments for K-3 Math will be rigorous and valid and the same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. For grades K-3 the STAR assessments will be used to obtain achievement data at the end of the school year. Teachers in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	KP Developed Grade 7 Science Assessments
8	5) District, regional, or BOCES–developed assessments	KP Developed Grade 8 Science Assessments

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.	Science is taught in grade 6 by Common Branch elementary teachers who also teach grade 6 mathematics. The District's KP Developed Science Assessments for grades 7 and 8 will be rigorous and valid and the same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. For grades 7 and 8 the KP Developed Science Assessments will be used to obtain achievement data at the end of the school year. Teachers in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
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6	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	KP Developed Grade 7 Social Studies Assessments
8	5) District, regional, or BOCES–developed assessments	KP Developed Grade 8 Social Studies Assessments

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.	Social studies is taught in grade 6 by Common Branch elementary teachers who also teach grade 6 ELA. The District's KP Developed Social Studies Assessments for grades 7 and 8 will be rigorous and valid and the same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. For grades 7 and 8 the KP Developed Social Studies Assessments will be used to obtain achievement data at the end of the school year. Teachers in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	KP Developed Global 1 Social Studies Assessments
Global 2	5) District, regional, or BOCES–developed assessments	KP Developed Global 2 Social Studies Assessments
American History	5) District, regional, or BOCES–developed assessments	KP Developed American History Social Studies Assessments

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 District's high school KP Developed Social Studies Assessments will be rigorous and valid and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. The high school KP Developed Social Studies Assessments will be used to obtain achievement data at the end of the school year. Teachers in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.9) High School Science

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

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

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

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 District's high school KP Developed Science Assessments will be rigorous and valid and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. The high school KP Developed Science Assessments will be used to obtain achievement data at the end of the school year. Teachers in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	KP Developed Algebra 1 Math Assessments
Geometry	5) District, regional, or BOCES–developed assessments	KP Developed Geometry Math Assessments
Algebra 2	5) District, regional, or BOCES–developed assessments	KP Developed Algebra 2 Math Assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District's high school KP Developed Math Assessments will be rigorous and valid and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. Integrated Algebra (for students in grades 10-12 and grade 9 repeaters) and Common Core Algebra (students in grade 9 for the first time and accelerated students in grade 8) will be treated as different courses and will have course specific KP Developed Math Assessments. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. The high school KP Developed Math Assessments will be used to obtain achievement data at the end of the school year. Teachers in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the
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achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	KP Developed Grade 9 ELA Assessments
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	KP Developed Grade 10 ELA Assessments
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	KP Developed Grade 11 ELA Assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District's high school KP Developed ELA Assessments will be rigorous and valid and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to
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administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. The high school KP Developed ELA Assessments will be used to obtain achievement data at the end of the school year. Teachers in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other secondary English courses	5) District/regional/BOCES-developed	KP Developed Course Specific English Assessments
All other secondary Math courses	5) District/regional/BOCES-developed	KP Developed Course Specific Math Assessments
All other secondary Science courses	5) District/regional/BOCES-developed	KP Developed Course Specific Science Assessments
All other secondary Social Studies courses	5) District/regional/BOCES-developed	KP Developed Course Specific Social Studies Assessments
All secondary Foreign Language courses	5) District/regional/BOCES-developed	KP Developed Course Specific Foreign Language Assessments
All Technology courses	5) District/regional/BOCES-developed	KP Developed Course Specific Technology Assessments
All Physical Education courses	5) District/regional/BOCES-developed	KP Developed Course Specific Physical Education Assessments
All Health courses	5) District/regional/BOCES-developed	KP Developed Course Specific Health Assessments
All Art courses	5) District/regional/BOCES-developed	KP Developed Course Specific Art Assessments
All Music courses	5) District/regional/BOCES-developed	KP Developed Course Specific Music Assessments

All Home Economic courses	5) District/regional/BOCES–developed	KP Developed Course Specific Home Economic Assessments
ESL K-8	4) State-approved 3rd party	STAR Early Literacy Enterprise and STAR Reading Enterprise
ESL 9-12	4) State-approved 3rd party	STAR Reading Enterprise
Reading	4) State-approved 3rd party	STAR Early Literacy Enterprise and STAR Reading Enterprise

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 District's KP Developed Course Specific Assessments and State-approved 3rd Party Assessments in the courses listed above will be rigorous and valid and the same assessments will be used across all classrooms in the same course in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures for all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers will not be permitted to score any assessment in which they have a vested interest. The District's KP Developed Course Specific Assessments and State-approved 3rd Party Assessments will be used to obtain achievement data at the end of the school year. Teachers in consultation with their principal will set achievement targets. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/536988-y92vNseFa4/APPR 15 and 20 point conversion scales 9-30-13.doc

### 3.14) Locally Developed Controls

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

All assessments for local measures are aligned to the standards for each course of study. Achievement targets will be set based on students' prior academic history. All targets will be set by the teacher in consultation with the building principal and approved by the superintendent or her designee to ensure that all targets correlate to students' potential and foster improved academic performance. No other controls will be used in setting targets for local measures. No adjustments will be used.

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

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

Achievement targets are set for each student. The number of students meeting the target will be divided by the total number of students assessed to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0 to 20 or 0 to 15. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure.

### 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

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3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 12, 2014

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

Not Applicable

#### 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]	38
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District will use the Danielson 2007 Rubric and will weight the four domains as follows:

- Domain 1, Planning and Preparation - 15 Points;
- Domain 2, Classroom Environment - 8 Points;
- Domain 3, Instruction - 30 Points;

• Domain 4, Professional Responsibilities - 7 Points.

The 38 points from Domains 2 and 3 will be based on multiple classroom observations including formal and informal observations. Each teacher will receive at least one observation – formal or informal – by the end of the first semester in the school year. In the case of a probationary teacher or a tenured teacher whose last APPR rating was ineffective, the teacher will receive a formal observation within the first 10 weeks of the school year. A teacher who receives an observation in the developing or ineffective range may request another observation by the same or a different administrator.

During these observations, the evaluator will record statements documenting evidence of the teacher’s practice. After the classroom observation, the evaluator will review the evidence gathered and compare it to the elements in Domains 2 and 3, documenting the teacher’s performance against the four performance levels (ineffective, developing, effective, or highly effective) for each element. When all observations are complete, the evidence aligned to the performance levels for each element will be combined from all observations and the final performance rating will be determined by the preponderance of evidence. For example, Domain 3 has 18 elements. To determine the final performance level for Domain 3, the evaluator will look at the rating for each element across all observations. In this example, the teacher receives a rating of Highly Effective on 7 elements and a rating of Effective on 11 elements. The preponderance of evidence indicates a performance rating of Effective, which has three possible scores for Domain 3 – 26, 27, and 28. Since many elements show a Highly Effective rating, a score of 28 points would be earned indicating a performance level of Effective near Highly Effective. Since points are awarded in the aggregate for each domain, it is not required that every element be observed. However, the evaluator will strive to gather evidence on most elements within a domain so that an accurate determination of the teacher’s overall performance is obtained.

The 22 points from Domain 1 and 4 will be based on evidence of student development with the use of a structured review of lesson plans including those discussed during any pre-observation meeting between the evaluator and the teacher, student portfolios and other artifacts of teacher practices. At the beginning of each year, the teacher, the principal, the Assistant Superintendent for Curriculum and Instruction, and the Superintendent will determine what artifacts are appropriate evidence for the 22 points from Domains 1 and 4. At the end of the school year, the evaluator will review all available evidence for Domains 1 and 4. A process similar to that outlined above will be used to align the evidence to each element in Domains 1 and 4 and determine the overall performance rating for each Domain based on the preponderance of evidence.

The following examples further illustrate how any score from 0 to 60 can be achieved. The overall rating for a domain generally will be the HEDI rating for which at least 50% of the elements are rated. If all the elements receive a rating in the same performance level, the teacher’s rating will be the mid-point of that category. If some elements are rated at a higher performance level, the rating will receive more points than the mid-point depending on the percentage of elements at the higher performance level. If some elements are rated at a lower performance level, then the rating will be lower than the midpoint depending on the percentage of elements at the lower performance level. If all elements are rated ineffective, the rating is lowered from the mid-point by elements for which no corresponding evidence was observed but should have been included in the lesson or review of artifacts. If all elements are rated highly effective, the top score in the highly effective range is earned. The following examples illustrate several possibilities. They are all based on Domain 1 which has 23 elements.

Example 1: If 12 elements in Domain 1 are rated effective and 11 elements are highly effective, the overall rating for Domain 1 will be effective and the teacher will have earned 12 to 13 points. Since almost half of the elements are rated highly effective, the number of points awarded will be at the high end of effective, so the teacher will earn 13 points in this example.

Example 2: If 9 elements in Domain 1 are rated highly effective, 11 elements are rated effective, and 3 elements are rated developing, the teacher’s rating will be in the effective range. Since the one developing rating skewed the overall rating away from highly effective, the teacher will earn a score at the lower end of effective which is 12 points.

Example 3: If 12 elements in Domain 1 are rated ineffective and 11 elements are rated developing, the teacher’s rating is ineffective. Since nearly half the points were rated developing, the teachers will earn a score of 9 points.

Example 4: If 15 elements in Domain 1 are rated ineffective and 8 are rated developing, the teacher’s rating is ineffective. Since one third of the elements are developing, the rating will be in the top half of the ineffective range, earning the teacher a score of 7 points.

Example 5: If 18 elements in Domain 1 are rated ineffective, and for the other 5 elements no corresponding evidence was observed but should have been included in the lesson, the teacher will receive a rating of ineffective and the points earned will be below the mid-range, in this case 3 points.

Example 6: It is possible for a teacher to receive zero points in any and all domains. This will occur where all elements in a given domain are rated “Ineffective.” For example, if the teacher demonstrates no content knowledge, has no understanding of appropriate instructional strategies, has no knowledge of the students, does not set instructional outcomes, does not design coherent instruction, does not align assessments to the instructional outcomes or standards, and provides no evidence of planning throughout the year, the

teacher would receive Ineffective ratings on all elements within Domain 1, resulting in an overall rating of Ineffective, a score of zero points would be earned for Domain 1. If during all classroom observations, there is no interaction between the teacher and students, students are not engaged in any learning activities, the room is disorganized and there is no evidence of any established procedures, and students are inattentive with no corrective action on the part of the teacher, the teacher would receive an Ineffective rating and earn zero points for Domain 2. Similarly, a teacher could receive zero points in Domain 3 and/or Domain 4 as a result of receiving “Ineffective” ratings on all elements within each of those Domains.

When all the evidence is aligned and the number of points for each of the four domains is determined, the scores for the four domains will be added together and the total number of points matched to the corresponding performance level to determine the final HEDI rating for the “Other Measures of Success.” This HEDI rating will be provided to the teacher by June 10 and will include a summary including factors and/or elements which led to the overall performance for the school year, as well as specific recommendations for improvement that will continue to enhance effective teaching practices. The District and the Kings Park Classroom Teachers Association recognize and understand that in very limited extraordinary circumstances this portion of the APPR may be delayed by no more than a few days. A teacher's overall performance can be rated at any score point from 0 to 60. It was agreed that no teacher can receive a rating of Highly Effective if the teacher has a score of 0 in any domain. A teacher who received a zero in all four domains would receive an overall rating of Ineffective and earn a score of zero for the “Other Measures of Success.”

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/12179/536989-eka9yMJ855/HEDI Rating Categories teachers 9-30-13.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 NYS Teaching Standards.	A rating of highly effective is achieved by demonstrating exemplary performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 56 to 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 51 to 55 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in the performance of planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 41 to 50 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective is identified by poor performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 0 to 40 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	56-60
Effective	51-55
Developing	41-50
Ineffective	0-40

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	1
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
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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 Thursday, October 03, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	56-60
Effective	51-55
Developing	41-50
Ineffective	0-40

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 Thursday, February 06, 2014

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## Page 1

### 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/12193/536991-Df0w3Xx5v6/KP TIP 9-2013\_1.doc

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The Composite Effectiveness Score will be presented to the teacher no later than September 1 of the following school year. A teacher, who receives a rating of ineffective or developing on the Composite Effectiveness Score of the APPR will be placed on a Teacher

Improvement Plan (TIP) according to the procedures outlined in Section 6.2 of this application. The District and the Kings Park Classroom Teachers Association will determine if the teachers' performance would likely improve with a mentor and, if so agreed, a mentor will be selected by mutual agreement between the District and the Kings Park Classroom Teachers Association. The mentor will assist that teacher in making instructional improvements to avoid a second consecutive rating of developing or ineffective. The teacher has a right to refuse the assignment of a mentor.

A tenured teacher who receives a rating of ineffective on his/her Composite Effectiveness Score may appeal the ineffective rating to the Superintendent of Schools no later than 15 calendar days after receiving the ineffective rating. Within 15 calendar days of receipt of an appeal the Lead Evaluator responsible for the evaluation will submit a detailed written response to the appeal which will include any and all additional documents or written materials specific to the point(s) of disagreement that support the Lead Evaluator's response and are relevant to the resolution of the appeal. The response will be provided to the teacher and the Superintendent of Schools. Within 10 calendar days of receiving the response, the Superintendent will meet with the teacher making the appeal. The teacher may bring a union representative to this meeting.

The purpose of the meeting is to discuss the reasons for the appeal and to gather any information the teacher may wish to submit to the Superintendent for consideration. This evidence will relate to the reason given for the appeal: "(1) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law § 3012-c; (2) the adherence to the Commissioner's regulations, as applicable to such reviews; (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and (4) the District's issuance and/or implementation of the terms of the teacher improvement plan (TIP) under Education Law § 3012-c."

The Superintendent will consider all information received from the teacher, the response of the Lead Evaluator, and all observation reports and other evidence used to determine the rating (if the appeal relates to the substance of the APPR) before rendering a final decision on the appeal. The Superintendent's written decision will be rendered within 30 calendar days of receipt of the appeal. The written decision will include the reasons for the Superintendent's decision based on each specific issue raised in the teacher's appeal. The Superintendent's decision regarding the appeal of the ineffective rating is final.

The APPR will be used as a significant factor in employment decisions. The Superintendent will review a probationary teacher's APPR(s) before making a decision regarding a recommendation for tenure or termination. This does not preclude the Superintendent from notifying a probationary teacher of her recommendation to discontinue his/her employment at any time during the probationary period for constitutionally and statutorily permissible reasons other than performance, or for prior years' performance, for which there is no pending appeal. All decisions regarding employment will comply with Education Law §3012-c.

A teacher may appeal a TIP plan within 15 calendar days of receiving the TIP. The person responsible for issuing the TIP will provide a written response to the appeal within 15 calendar days of receipt of the appeal. The Superintendent will review the teacher's appeal, the response to the appeal, and the observations and other evidence used to determine the HEDI rating. A final decision on the merits of the appeal will be rendered no later than 30 calendar days from the date the teacher filed the appeal. All steps in this appeals process will be completed in a timely and expeditious fashion 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.

Teachers are evaluated only by administrators in this District. The Principals, the Administrator for Pupil Personnel Services, and the Athletic Director serve as the lead evaluators for the teachers in the Kings Park Central School District. The Superintendent and Assistant Superintendent for Curriculum and Instruction receive the same training as Lead Evaluators and are also designated as Lead Evaluators. In addition, seven Assistant Principals and the Assistant to the Administrator for Pupil Personnel Services serve as other evaluators of teachers. The District has selected and received agreement with the Kings Park Classroom Teachers' Association to utilize the Danielson 2007, Framework for Teaching Rubric. Lead Evaluators will continue to participate in ongoing training that is offered by BOCES and the district. These sessions have targeted the key elements that are required for the certification as a lead evaluator. The district provides professional development to Lead Evaluators at its bi-weekly administrative meetings and at several half-day training sessions offered for all evaluators.

The District has dedicated much of its time with administrative staff to enhance their working knowledge of the New York State Teaching Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models. The district also has made a concerted effort to offer training in the area of evidence based observations. The district will continue to require Lead Evaluators to attend BOCES and district sponsored training which will target the following elements that are required for certification as a Lead Evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based

observations that are aligned to the Danielson 2007 rubric; artifacts of teacher practices such as lesson plans; use of the STAR Renaissance assessments; use of the state wide instructional reporting system; the generation of scores for each subcomponent of the composite effectiveness score; and the evaluation of teachers of English Language Learners and Students with Disabilities.

Lead Evaluators are provided opportunities to attend numerous out-of-district professional development workshops for continuous improvement of their skills as evaluators. Other evaluators are invited to attend many of these out-of-district workshops. In addition, the Assistant Superintendent for Curriculum and Instruction attends training provided by the State Education Department and BOCES. He then serves as the district's turn-key trainer and provides that training to the principals and other administrators. A significant portion of each bi-weekly meeting with Lead Evaluators is devoted to discussions about some aspect of the APPR. At these meetings, the administrators have compared SLOs, reviewed evidence gathered during observations of teachers, reviewed actual artifacts, discussed summative evaluations, and discussed other aspects of the APPR to ensure comparability of process and inter-rater reliability for evaluations across the district's schools.

In order to enhance and ensure inter-rater reliability, the district is conducting professional development for all Lead Evaluators and other evaluators through which the Danielson 2007 rubric is analyzed and applied to teaching scenarios. To facilitate rubric specific instruction, the District purchased a set of videos featuring Charlotte Danielson instructing viewers about each domain. Each principal and administrator watches a video showing a scenario, such as a preobservation conference, a classroom lesson, or a post observation conference, and gathers evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.

As part of their ongoing training, the Assistant Superintendent, the Superintendent and the other Lead Evaluators conduct several classroom visits together during the school year and compare the evidence collected by each evaluator and the alignment to the rubric. This process is used to ensure inter-rater reliability. They will conduct a minimum of two classroom visits together using Danielson 2007 Rubric. The evidence gathered from the visitations of each teacher will be reviewed independently by each evaluator and aligned to the rubric to determine a rating. The evaluators will compare ratings and discuss their observations to ensure they are in close agreement when evaluating the performance of a teacher. This process will be used to determine inter-rater reliability and to provide evidence to the Assistant Superintendent and the Superintendent that each Lead Evaluator has met the qualifications.

Each principal will conduct classroom observations with all building level administrators participating in the evaluation of teachers so that each observes the same classroom instruction, gathers evidence during the lesson and uses the rubric to evaluate the evidence. The group then compares their evaluations and discusses differences leading to a fuller understanding of the rubric and its application. The principal will ensure that each building level administrator is able to gather appropriate evidence and apply the rubric accurately and consistently. At least once each year the Assistant Superintendent will conduct a walk through with each building level administrator to evaluate his/her success at gathering evidence and applying the rubric. This data will also be used to ensure inter-rater reliability at the building level.

The evidence of all the training will be presented annually to the Board of Education who will certify that each Lead Evaluator is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the Lead Evaluators each school year after reviewing the ongoing training they have received.

The chart below lists the various professional development opportunities provided for Kings Park Lead Evaluators and evaluators:

22.5 hours - Framework for Teaching (BOCES) (Observation and supervision, inter-rater reliability, review of artifacts, developing SLOs)

4 hours - Designing Interventions and Monitoring Progress with STAR Assessments (STAR Renaissance Training)

5 hours - Special Considerations in Assessing Teaching Effectiveness with Regard to Meeting the needs of English Language Learners and Special Education Students (BOCES)

2 hours - Growth Models

6 hours - Re-Certification Training for Principal and Teacher Evaluators, offered through Eastern Suffolk BOCES

2 hours each - Bi-weekly in-district meetings with Lead Evaluators - discuss nine elements of training for Lead Evaluators including evidence based observations, SLOs, and achievement measures

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Thursday, February 06, 2014

## Page 1

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

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

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

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

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

4-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-3	State assessment	NYS Grade 3 ELA and Mathematics assessments
K-3	State-approved 3rd party assessment	STAR Early Literacy Enterprise, STAR Reading Enterprise, and STAR Math Enterprise

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 same assessments will be used to determine growth for both principals in the two K-3 schools. The same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures of all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the SLO description form which teachers must sign and submit to their principal. Teachers and principals will not be permitted to score any assessment in which they have a vested interest. For grades K-2 the STAR assessments will be used for the pretest in the fall to obtain baseline data, and targets for student growth will be set for the end-of-year administration of the STAR assessments. For grade 3, the STAR assessment will be used as a pretest for baseline data, and targets for student growth will be set for the 3rd Grade State Assessment. Principals will set
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individual growth targets based on the pretest of the students assigned to the teacher. The Superintendent or her designee will approve the growth targets. The percentage of students meeting the growth target aggregated across all students in the school will be converted to a scale score of 0 to 20. The negotiated scale is shown in 7.3. Principals can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal will be rated effective if 65 % to 84% of his/her students meet the growth target. See scale at 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principal will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 7.3.

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

assets/survey-uploads/12156/536992-lha0DogRNw/APPR 20 point conversion scale 6-21-12.doc

## 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.

All SLOs will have targets set based on prior academic achievement (academic history). Prior academic achievement will be determined by STAR Renaissance at the beginning of the school year for all grades K-3. No other controls or adjustments will be used.

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 06, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
4-5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
4-5	(d) measures used by district for teacher evaluation	STAR Math Enterprise
6-8	(d) measures used by district for teacher evaluation	KP Developed Grade 6 - 8 ELA Assessments
6_8	(d) measures used by district for teacher evaluation	KP Developed Grade 6 - 8 Math Assessments
9-12	(d) measures used by district for teacher evaluation	KP Developed Grade Specific English Assessments
9-12	(d) measures used by district for teacher evaluation	KP Developed Grade Specific Math Assessments

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>There is one school with each of the grade configurations listed in section 8.1 above. All assessments will be rigorous and valid and the same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures of all test documents. A statement of assurance that assessments will not be shared with students prior to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers and principals will not be permitted to score any</p>
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assessment in which they have a vested interest. For grades 4-5 the STAR assessments will be used to obtain achievement data at the end of the school year. For grades 6-8 KP Developed Grade 6-8 ELA and Math Assessments will be used to obtain achievement data at the end of the school year. For grades 9-12 KP Developed Course Specific English and Math Assessments will be used to obtain achievement data at the end of the school year. Principals will set achievement targets for each student taking the assessments used for achievement. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target aggregated across all grades in the school will be converted to a scale score of 0 to 15. Principals can achieve all scale points from 0 to 15. The uploaded 20-point chart will be used until the Value-Added model is implemented in the 2014-2015 school year. The negotiated scales for 15 points and 20 points are shown in 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 will be rated highly effective if 85% or greater of his/her students meet the achievement target. See scale at 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 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 )

(No response)

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise and STAR Reading Enterprise
K-3	(d) measures used by district for teacher evaluation	STAR Math 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.*

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>There are two schools with the K-3 grade configuration. All assessments will be rigorous and valid and the same assessments will be used across all classrooms in the same grade level in accordance with Commissioner's regulations. As part of their regularly scheduled meetings with teachers, all principals will review security procedures of all test documents. A statement of assurance that assessments will not be shared with students prior</p>
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to administration of the assessments will be included on the Local Measures description form which teachers must sign and submit to their principal. Teachers and principals will not be permitted to score any assessment in which they have a vested interest. For grades K-3 the STAR assessments will be used to obtain achievement data at the end of the school year. Principals will set achievement targets for each student taking the assessments used for achievement. The Superintendent or her designee will approve the achievement targets. The percentage of students meeting the achievement target aggregated across all grades in the school will be converted to a scale score of 0 to 20. The negotiated scale is shown in 8.2. Principals can achieve all scale points from 0 to 20.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See scale at 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 8.2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 8.2.

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

(No response)

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

[assets/survey-uploads/12190/536993-T8MIGWUVm1/APPR 15 and 20 point conversion scales 9-30-13.doc](#)

### 8.3) Locally Developed Controls

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

All assessments for local measures are aligned to the standards for each course of study. Targets will be set based on students' prior academic history. All targets will be reviewed by the building principal and the superintendent to ensure that all targets correlate to students' potential and foster improved academic performance. No other controls or adjustments will be used in setting targets for local measures.

### 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.

Achievement targets are set for each student. The number of students meeting the target will be divided by the total number of students for whom these targets are set to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0 to 20 or 0 to 15. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure.

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Multi-Dimensional Principal's Performance Rubric will be used for the "Other Measures of Performance" for principals.

- Domain 1, Shared Vision of Learning - 8 Points.
- Domain 2, School Culture and Instructional Program - 16 Points.
- Domain 3, Safe, Efficient, Effective Learning Environment - 15 Points.
- Domain 4, Community - 9 Points.
- Domain 5, Integrity, Fairness, Ethics - 7 Points
- Domain 6, Political, Social, Economic, Legal and Cultural Context - 5 Points

The points listed above are allocated proportionately across four performance levels in each domain. Score points earned for each domain will be based on multiple observations of the principal in the school setting and the review of artifacts. During on-site observations, the evaluator will record statements documenting evidence of the principal's practice. After each observation, the evaluator will review the evidence gathered and compare it to the descriptors in each domain, documenting the principal's performance against the four performance levels (Ineffective, Developing, Effective, or Highly Effective) for each descriptor. At the beginning of each year, the Principal, Assistant Superintendent for Curriculum and Instruction and the Superintendent will determine what artifacts constitute appropriate evidence to supplement the onsite observations of the principal.

At the end of the year, the evidence aligned to the performance levels for each descriptor in each domain will be combined from all observations and artifacts, and the final performance rating for each domain will be determined by the preponderance of evidence. The overall rating for a domain generally will be the HEDI rating at which at least 50% of the descriptors are rated. If all the descriptors receive a rating in the same performance level, the principal's rating will be the mid-point of that category. If some descriptors are rated at a higher performance level, the rating will receive more points than the mid-point depending on the percentage of descriptors at the higher performance level. If some descriptors are rated at a lower performance level, then the rating will be lower than the midpoint depending on the percentage of descriptors at the lower performance level.

For example, Domain 3 has five descriptors. To determine the final performance level for Domain 3, the evaluator will look at the rating for each descriptor across all observations. In this example, the principal receives a rating of Highly Effective on 2 descriptors

and a rating of Effective on 3 descriptors. The preponderance of evidence indicates a performance rating of Effective. Since Domain 3 has a total of 15 points, possible scores for an Effective Rating in Domain 3 would range from 9 points to 12 points. Since two descriptors (40%) show a Highly Effective rating, the principal's overall rating for Domain 3 would be 12 points reflecting an Effective rating near Highly Effective. Another example: If 2 of the five descriptors were rated Highly Effective, 2 were rated Effective, and 1 was rated Developing, the overall rating for Domain 3 still would be Effective. However, since the Developing rating skewed the score in that direction, the number of points earned would be 11 reflecting that 40% of the descriptors were rated Highly Effective.

It is possible for a principal to receive zero points in any and all domains. This will occur when all descriptors in a given domain are rated "Ineffective." For example, if the principal demonstrates no instructional program development, shows no clear evidence of learning, is not cognizant of the importance of instructional times, allows for constant interruptions, and puts no efforts towards or emphasis on capacity building, sustainability and strategic planning, the principal would receive Ineffective ratings on all descriptors within Domain 2, resulting in an overall rating of Ineffective, and a score of zero points would be earned for Domain 2.

Each Domain will be rated in the same manner. The overall score is determined by adding the points for all six domains and converting the total number of points to the final HEDI performance level according to the ranges listed below. A principal's overall performance can be rated at any score point from 0 to 60. A principal who received a zero in all six domains would receive an overall rating of Ineffective and earn a score of zero for the "Other Measures of Success."

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/12205/536994-pMADJ4gk6R/HEDI Rating Categories Principals 10-28-13\_1.docx

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

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>A highly effective rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of highly effective will range from 54 to 60 points.</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>An effective rating is achieved by demonstrating strong performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of effective will range from 43 to 53 points.</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>A rating of developing is achieved by demonstrating a need for improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of developing will range from 31 to 42 points.</p>
<p>Ineffective: Overall performance and results do not meet standards.</p>	<p>An ineffective rating is achieved by poor performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of ineffective will range from 0 to 30 points.</p>

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	43-53
Developing	31-42
Ineffective	0-30

## 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	1
By trained independent evaluator	0
Enter Total	4

### **Tenured Principals**

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, July 26, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

##### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	54-60
Effective	43-53
Developing	31-42
Ineffective	0-30

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 Thursday, February 06, 2014

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## 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/5276/124540-Df0w3Xx5v6/Principal Improvement Plan for APPR 6-11-12.docm](#)

### 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 Composite Effectiveness Score will be presented to the principal no later than September 1 of the following school year.

A principal who receives a rating of developing or ineffective on the Composite Effectiveness Score of the APPR will be placed on a Principal Improvement Plan (PIP) according to the procedures outlined in Section 11.2 of this application. The principal will be assigned a mentor to assist that principal in making improvement to avoid a second consecutive rating of developing or ineffective. The timeframe below applies to an appeal of the PIP, as well as an appeal of the Composite Effectiveness Score.

A tenured principal who receives a rating of developing or ineffective on his/her Annual Professional Performance Evaluation may appeal the developing or ineffective rating to the Superintendent of Schools within 15 calendar days after the rating of developing or ineffective is received by the principal. Within 15 calendar days of receiving the appeal, the Assistant Superintendent for Curriculum, Instruction and Personnel (the principal's Supervisor) will submit a detailed written response to the appeal which will include any and all additional documents or written materials specific to the point(s) of disagreement that support the Supervisor's response and are relevant to the resolution of the appeal. The response will be provided to the principal and the Superintendent of Schools. Within 10 calendar days of receiving the response, the Superintendent will schedule a meeting with the principal making the appeal. The principal may bring a union representative to this meeting.

The purpose of the meeting is to discuss the reasons for the appeal and to gather any additional information the principal may wish to submit to the Superintendent for consideration. This evidence will relate to the reason given for the appeal: "(1) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law § 3012-c; (2) the adherence to the Commissioner's regulations, as applicable to such reviews; (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and (4) the District's issuance and/or implementation of the terms of the Principal Improvement Plan (PIP) under Education Law § 3012-c."

The Superintendent will consider all information received from the principal, the response of the Supervisor, and all observations reports and other evidence used to determine the rating (if the appeal relates to the substance of the APPR) before rendering a final decision on the appeal. The Superintendent's decision will be rendered within 30 calendar days of receipt of the appeal. The written decision will include the reasons for the Superintendent's decision based on each specific issue raised in the principal's appeal. If the rating of developing or ineffective is upheld, the principal will be placed on a PIP which will remain in effect until the next evaluation cycle is complete. If the rating is not upheld, the Superintendent will direct the Supervisor to reconsider the evidence and determine the revised rating of the principal's performance within 10 days of the Superintendent's decision.

For a tenured principal who has received two consecutive ratings of ineffective and who appeals the second ineffective rating, the principal's bargaining unit and the Superintendent will select a mutually acceptable outside evaluator who has experience as a principal. The individual will be on a list of outside evaluators who were mutually agreed to by the Superintendent and the bargaining unit and approved by the Board of Education for this purpose. This selection will be completed within 5 calendar days of the appeal being received by the Superintendent. This outside evaluator will have the opportunity to review the APPR evidence on which the ineffective ratings are based. The outside evaluator is expected to complete his/her review of the evidence and submit a report of his/her determination of the effectiveness of the principal within 20 calendar days of selection. The outside evaluator's report and findings will be advisory in nature and the Superintendent will consider this information before rendering a final decision on the appeal. The Superintendent's decision will be rendered within 5 calendar days after the report is received, but no later than 30 days after the appeal is received from the principal by the Superintendent. The Superintendent's decision regarding the appeal is final. All steps in this appeals process will be completed in a timely and expeditious fashion in accordance with education law section 3012-c.

The APPR will be used as a significant factor in employment decisions. The Superintendent will review a probationary principal's APPR(s) before making a decision regarding a recommendation for tenure or termination. This does not preclude the Superintendent from notifying a probationary principal of her recommendation to discontinue his/her employment at any time during the probationary period for constitutionally and statutorily permissible reasons other than performance, or for prior years' performance, for which there is no pending appeal. All decisions regarding employment will comply with Education Law §3012-c.

#### 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 direct supervisor for the five principals in this district is the Assistant Superintendent for Curriculum and Instruction. He and the Superintendent of Schools will be the Lead Evaluators for the principals' APPR. Both Lead Evaluators hold doctorate degrees and are certified and experienced administrators. In addition to the professional development they received in prior years about the new APPR and the evaluation of principals using an evidence-based rubric, the Assistant Superintendent and the Superintendent attended several

workshops related to the evaluation of the principals. Those workshops are listed below.

The chart below lists the various professional development opportunities provided for Kings Park Lead Evaluators:

22.5 hours - Framework for Teaching (BOCES) (Observation and supervision, inter-rater reliability, review of artifacts, developing SLOs)

4 hours - Designing Interventions and Monitoring Progress with STAR Assessments (STAR Renaissance Training)

5 hours - Special Considerations in Assessing Teaching Effectiveness with Regard to Meeting the needs of English Language Learners and Special Education Students (BOCES)

2 hours - Growth Models

6 hours - Re-Certification Training for Principal and Teacher Evaluators, offered through Eastern Suffolk BOCES

6 hours - Education at the Crossroads, Long Island Association for Supervision and Curriculum Development

2 hours each - Bi-weekly in-district meetings with Lead Evaluators - discuss nine elements of training for Lead Evaluators including evidence based observations, SLOs, and achievement measures

As part of their ongoing training, the Assistant Superintendent and the Superintendent conducted several school visitations of each principal together and gathered evidence about the principal's performance. Each Lead Evaluator aligned their evidence to the elements for each domain in the Multidimensional Principal Performance Rubric to determine a rating. They compared their ratings and discussed their observations to ensure inter-rater reliability.

The Lead Evaluators will conduct a minimum of two school visitations of each principal using the Multidimensional Principal Performance Rubric . The evidence gathered from the visitations will be reviewed independently by each Lead Evaluator and aligned to the rubric to determine a rating. The Lead Evaluators will compare ratings and discuss the observations and other evidence to ensure they are in close agreement when evaluating the performance of a principal. This process will be used to ensure inter-rater reliability.

The evidence of all the training will be presented annually to the Board of Education who will certify that each Lead Evaluator is highly qualified to be the lead evaluator for the principals' evaluations. The Board will re-certify the Lead Evaluators each school year after reviewing the ongoing training they have received.

## 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

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• Checked

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## 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 Wednesday, February 12, 2014

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### Page 1

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

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

<assets/survey-uploads/12158/536997-3Uqgn5g9Iu/Certification 2-12-14.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

**APPR Growth Measures and Local Measures  
Point Scale Conversion**

**20 Point Scale**

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

**APPR Growth Measures and Local Measures  
Point Scale Conversion**

**15 and 20 Point Scale**

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

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

**APPR Growth Measures and Local Measures  
Point Scale Conversion**

**15 and 20 Point Scale**

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

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

## HEDI Rating Categories

### Danielson's Framework for Teaching

<b>Highly Effective</b>	<b>56 - 60</b>
<b>Effective</b>	<b>51 - 55</b>
<b>Developing</b>	<b>41 - 50</b>
<b>Ineffective</b>	<b>0 - 40</b>

<b>Domain</b>	<b>Title</b>	<b>Points</b>	<b>Evidence</b>
1	Planning and Preparation	15	Structured Reviews
2	The Classroom Environment	8	Classroom Observations
3	Instruction	30	Classroom Observations
4	Professional Responsibilities	7	Structured Reviews

<b>Domain 1: Planning and Preparation</b>	
Highly Effective	14 - 15
Effective	12 - 13
Developing	10 - 11
Ineffective	0 - 9

<b>Domain 2: The Classroom Environment</b>	
Highly Effective	8
Effective	7
Developing	5 - 6
Ineffective	0 - 4

<b>Domain 3: Instruction</b>	
Highly Effective	28 - 30
Effective	25 - 27
Developing	20 - 26
Ineffective	0 - 19

<b>Domain 4: Professional Responsibilities</b>	
Highly Effective	7
Effective	6
Developing	5
Ineffective	0 - 4

## **Kings Park Central School District Teacher Improvement Plan (TIP)**

The **Teacher Improvement Plan (TIP)** is designed to identify specific areas of performance that are in need of improvement and outlines a plan of action to assist the teacher in improving performance in those identified areas. The TIP clearly delineates the areas to be addressed, the expected improvement in performance, evidence that will be collected to determine if improvement has been made, and a timeline for improvement.

A TIP will be developed for any teacher who receives a rating of *developing or ineffective* in his/her year-end evaluation. The teacher, his/her principal, the Administrator for Pupil Personnel if applicable, and the teacher's union representative will meet to discuss the need for the TIP no later than June 30<sup>th</sup> of the school year where the evaluation with a rating of developing or ineffective is received. If the Composite Effectiveness Score is not available by June 30, the district will not make the determination for a TIP until the Composite Effectiveness Score is received. The specific TIP will be developed by the supervisor in consultation with the teachers and his/her representative and put in place within 10 school days from the opening of classes of the following school year. An initial conference shall be held at the beginning of the school year to finalize the TIP, sign off on the document, and implement the plan.

A teacher who receives a rating of ineffective will be assigned a mentor who will work with the teacher to address the concerns outlined in the TIP. The mentor will be another teacher who has been trained as a mentor and who teaches the same grade and subject if possible.

If the teacher on a TIP receives a rating of *developing or ineffective* at the end of the school year for which the TIP is in place, the teacher will be given a new TIP following the process outlined above.

**Kings Park Central School District  
Teacher Improvement Plan (TIP)**

Name \_\_\_\_\_ Tenure \_\_\_\_ Non-Tenure \_\_\_\_

School \_\_\_\_\_ School year \_\_\_\_\_

Grade/Department \_\_\_\_\_ Principal \_\_\_\_\_

1. Areas in need of improvement:

2. Expectations to demonstrate improvement:

3. Recommended resources and activities to help the teacher's performance improve:

4. Assessment of the evidence to determine if expected improvement occurred:

5. Timeline to demonstrate improvement:

Teacher _____	Date _____
Principal _____	Date _____
Administrator for PPS _____	Date _____
Union representative _____	Date _____

**APPR Growth Measures and Local Measures  
Point Scale Conversion**

**20 Point Scale**

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

**APPR Growth Measures and Local Measures  
Point Scale Conversion**

**15 and 20 Point Scale**

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

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

**APPR Growth Measures and Local Measures  
Point Scale Conversion**

**15 and 20 Point Scale**

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

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

**HEDI Rating Categories**  
**Multidimensional Principal Performance Rubric**

<b>Highly Effective</b>	<b>54 - 60</b>
<b>Effective</b>	<b>43 - 53</b>
<b>Developing</b>	<b>31 - 42</b>
<b>Ineffective</b>	<b>0 - 30</b>

<b>Domain</b>	<b>Title</b>	<b>Points</b>
1	Shared Vision of Learning	8
2	School Culture and Instructional Program	16
3	Safe, Efficient, Effective Learning Environment	15
4	Community	9
5	Integrity, Fairness, Ethics	7
6	Political, Social, Economic Legal and Cultural Context	5

<b>Domain 1: Shared Vision of Learning</b>	
Highly Effective	7 - 8
Effective	5 - 6
Developing	3 - 4
Ineffective	0 - 2
<b>Total Points:</b>	<b>8</b>

<b>Domain 2: School Culture and Instructional Program</b>	
Highly Effective	14 - 16
Effective	9 - 13
Developing	5 - 8
Ineffective	0 - 4
<b>Total Points:</b>	<b>16</b>

<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>	
Highly Effective	13 - 15
Effective	9 - 12
Developing	5 - 8
Ineffective	0 - 4
<b>Total Points:</b>	<b>15</b>

<b>Domain 4: Community</b>	
Highly Effective	8 - 9
Effective	6 - 7
Developing	4 - 5
Ineffective	0 - 3
<b>Total Points:</b>	<b>9</b>

<b>Domain 5: Integrity, Fairness, Ethics</b>	
Highly Effective	7
Effective	5 - 6
Developing	3 - 4
Ineffective	0 - 2
<b>Total Points:</b>	<b>7</b>

<b>Domain 6: Political, Social, Economic Legal and Cultural Context</b>	
Highly Effective	5
Effective	4
Developing	3
Ineffective	0 - 2
<b>Total Points:</b>	<b>5</b>



V. Criteria and evidence that will be utilized for measuring the principal's progress and achievement with respect to the specific objectives and targeted goals:

VI. Dates and timeline for measuring achievement and the expected outcomes of the plan:

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Building Administrators' Association Rep. (Optional): \_\_\_\_\_

**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:

*Scott Leggio* 2-12-14

Teachers Union President Signature: Date:

*Cheryl D. D.* 2/12/14

Administrative Union President Signature: Date:

*Ruby Damm* 2/12/14

Board of Education President Signature: Date:

*Maria Goldstein* 2/12/14