



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

Commissioner of Education
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October 29, 2014

Revised

Daniel Giordano, Superintendent
Lindenhurst Union Free School District
McKenna Administration Building
350 Daniel Street
Lindenhurst, NY 11757

Dear Superintendent Giordano:

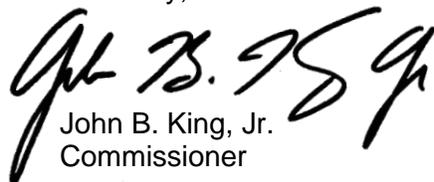
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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 Monday, September 08, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

580104030000

1.2) School District Name:

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

Lindenhurst UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, October 29, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score
1	School-or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score
2	School-or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score

	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.

K-2 teachers will receive the building/principal score in an effort to promote collegiality and togetherness. For grade 3, individual growth targets will be set collaboratively by the teacher(s) and the appropriate administrator when applicable, after they review relevant student baseline data. All targets will be reviewed by the assistant superintendent and superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort

necessary to produce results.

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

Evidence indicates exceptional student learning gain, including special populations. Expectations are well above District expectations.

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

Evidence indicates significant student learning gain, including special populations. Expectations meet District expectations.

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

Evidence indicates expectations are nearly met. The teacher(s) demonstrated a positive impact on student learning, but the overall results are below District expectations.

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

Evidence indicates little or no student learning gain. Results are well-below District expectations.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score
1	School-or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score
2	School-or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score

	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.

K-2 teachers will receive the building/principal score in an effort to promote collegiality and togetherness. For grade 3, individual growth targets will be set collaboratively by the teacher(s) and the appropriate administrator when applicable, after they review relevant student baseline data. All targets will be reviewed by the assistant superintendent and superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.

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

Evidence indicates exceptional student learning gain, including special populations. Expectations are well above District expectations.

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

Evidence indicates significant student learning gain, including special populations. Expectations meet District expectations.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Evidence indicates expectations are nearly met. The teacher(s) demonstrated a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain. Results are well-below District expectations..

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	School- or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score
7	School- or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers of grades 6-7 will receive the building/principal score in an effort to promote collegiality and togetherness. For grade 8, individual growth targets will be set collaboratively by the teacher(s) and the appropriate administrator when applicable, after they review relevant student baseline data. All targets will be reviewed by the assistant superintendent and superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets, and the time/effort necessary to produce results.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain, including special populations. Expectations are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gain, including special populations. Expectations meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Evidence indicates xpectations are nearly met. The teacher(s) demonstrated a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning. Results are well-below District expectations.

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	School- or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score
7	School- or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score
8	School- or BOCES-wide, group or team results based on State assessments	Building-level NYS assessment score

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers of grades 6-8 teachers will receive the building/principal score in an effort to promote collegiality and togetherness.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain, including special populations. Expectations are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gain, including special populations. Expectations described meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Evidence indicates expectations are nearly met. The teacher(s) demonstrated a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain. Results are well-below District expectations.

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	Lindenhurst-developed Global 1 assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gain across SLOs, including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.

Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gain across SLOs, including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11 In instances in which Common Core Regents is MANDATORY, such will be the Regents employed. In instances in which the higher of the two scores is permitted, the higher score will be the assessment used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gain across SLOs, including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but the overall results are below District expectations.

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

Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

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	Lindenhurst-developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Lindenhurst-developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gain across SLOs, including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

2.10) All Other Courses

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

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

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

Course(s) or Subject(s)	Option	Assessment
All other teachers not name above	District, Regional or BOCES-developed	Lindenhurst-developed grade/subject specific assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gain across SLOs, including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

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/12186/1565949-TXEtxx9bQW/2.11.xlsx

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.

We are not using any controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, October 15, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 4 academic vocabulary assessment
5	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 5 academic vocabulary assessment
6	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 6 academic vocabulary assessment
7	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 7 academic vocabulary assessment
8	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 8 academic vocabulary assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For grades 4-8, HEDI points are awarded to the teachers based on the percent of students achieving the agreed upon target score (based on teacher and administrator input) on the academic vocabulary assessment. HEDI points will be awarded based on the percent of students meeting or exceeding their
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achievement target. The scale uploaded in 3.13 will be used until the value-added model is implemented.

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

Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.

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

Evidence indicates significant student learning. Achievement meets district expectations.

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

Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations.

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

Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Lindenhurst-developed grade 4 academic vocabulary assessment
5	6(ii) School wide measure computed locally	Lindenhurst-developed grade 5 academic vocabulary assessment
6	6(ii) School wide measure computed locally	Lindenhurst-developed grade 6 academic vocabulary assessment
7	6(ii) School wide measure computed locally	Lindenhurst-developed grade 7 academic vocabulary assessment
8	6(ii) School wide measure computed locally	Lindenhurst-developed grade 8 academic vocabulary 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.

For grades 4-8, HEDI points are awarded to the teachers based on the percent of students achieving the agreed upon (based on teacher and administrator input) target score on the academic vocabulary assessment. HEDI points will be awarded based on the percent of students meeting or exceeding their achievement target. The scale uploaded in 3.13 will be used until the value-added model is implemented.

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

Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Lindenhurst-developed grades 3-5 academic vocabulary test
1	6(ii) School-wide measure computed locally	Lindenhurst-developed grades 3-5 academic vocabulary test
2	6(ii) School-wide measure computed locally	Lindenhurst-developed grades 3-5 academic vocabulary test
3	5) District, regional, or BOCES-developed assessments	Lindenhurst-developed grade 3 academic vocabulary assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For K-2, HEDI points are awarded to teachers based on the average percentage of students achieving the agreed upon target score on the academic vocabulary assessment in grades 3-5. For grade 3, HEDI points are awarded to teachers based on the percentage of the number of students who achieve the agreed upon target score on the academic vocabulary assessment. Targets were collaborated upon by teachers, administrators, and the assistant superintendent.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Lindenhurst-developed grades 3-5 academic vocabulary test
1	6(ii) School-wide measure computed locally	Lindenhurst-developed grades 3-5 academic vocabulary test
2	6(ii) School-wide measure computed locally	Lindenhurst-developed grades 3-5 academic vocabulary test
3	6(ii) School-wide measure computed locally	Lindenhurst-developed grade 3 academic vocabulary assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For K-2, HEDI points are awarded to teachers based on the average percentage of students achieving the agreed upon target score on the academic vocabulary assessment in grades 3-5. For grade 3, HEDI points are awarded to teachers based on the percentage of the number of students who achieve the agreed upon target score on the academic vocabulary assessment. Targets were collaborated upon by teachers, administrators, and the assistant superintendent.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Lindenhurst-developed grade 6 academic vocabulary assessment
7	6(ii) School wide measure computed locally	Lindenhurst-developed grade 7 academic vocabulary assessment
8	6(ii) School wide measure computed locally	Lindenhurst-developed grade 8 academic vocabulary assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 6-8, HEDI points are awarded to the teachers based on the percent of students achieving the agreed upon target score on the academic vocabulary assessment. HEDI points will be awarded based on the percent of students meeting or exceeding their achievement target. Targets were collaborated upon by teachers, administrators, and the assistant superintendent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Lindenhurst-developed grade 6 academic vocabulary assessment
7	6(ii) School wide measure computed locally	Lindenhurst-developed grade 7 academic vocabulary assessment
8	6(ii) School wide measure computed locally	Lindenhurst-developed grade 8 academic vocabulary assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 6-8, HEDI points are awarded to the teachers based on the percent of students achieving the agreed upon target score on the academic vocabulary assessment. HEDI points will be awarded based on the percent of students meeting or exceeding their achievement target. Targets were collaborated upon by teachers, administrators, and the assistant superintendent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Lindhurst-developed grade specific academic vocabulary assessment
Global 2	6(ii) School wide measure computed locally	Lindhurst-developed grade specific academic vocabulary assessment
American History	6(ii) School wide measure computed locally	Lindhurst-developed grade specific academic vocabulary assessment

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.	For grades 9-12, HEDI points are awarded to the teachers based on the percent of students achieving the agreed upon target score on the academic vocabulary assessment. HEDI points will be awarded based on the percent of students meeting or exceeding their achievement target. Targets were collaborated upon by teachers, administrators, and the assistant superintendent.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific academic vocabulary assessment
Earth Science	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific academic vocabulary assessment
Chemistry	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific academic vocabulary assessment
Physics	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific academic vocabulary assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 9-12, HEDI points are awarded to the teachers based on the percent of students achieving the agreed upon target score on the academic vocabulary assessment. HEDI points will be awarded based on the percent of students meeting or exceeding their achievement target. Targets were collaborated upon by teachers, administrators, and the assistant superintendent.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific academic vocabulary assessment
Geometry	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific academic vocabulary assessment
Algebra 2	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific academic vocabulary assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 9-12, HEDI points are awarded to the teachers based on the percent of students achieving the agreed upon target score on the academic vocabulary assessment. HEDI points will be awarded based on the percent of students meeting or exceeding their achievement target. Targets were collaborated upon by teachers, administrators, and the assistant superintendent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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	Lindenhurst-developed grade 9 academic vocabulary
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 10 academic vocabulary assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 11 academic vocabulary assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 9-12, HEDI points are awarded to the teachers based on the percent of students achieving the agreed upon target score on the academic vocabulary assessment. HEDI points will be awarded based on the percent of students meeting or exceeding their achievement target. Targets were collaborated upon by teachers, administrators, and the assistant superintendent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations..

3.12) All Other Courses

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

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other grades 3-5 courses not named above	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific academic vocabulary assessment
All other grades 6-12 courses not named above	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific academic vocabulary assessment

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

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

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.	HEDI points are awarded to teachers based on the average percentage of students achieving the agreed upon target score on the academic vocabulary assessment. Targets were collaborated upon by teachers, administrators, and the assistant superintendent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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/5139/125946-y92vNseFa4/3.13 HEDI chart.xlsx

3.14) Locally Developed Controls

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

No controls were used.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers teaching multiple courses or multiple courses to the same group of students, student performance will be weighted proportionally both for number of students and duration of course.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, September 29, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	46
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	14

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.

- 60% based on Charlotte Danielson’s Framework for Teaching (2011 Revised Edition). The 60 points to be distributed as below:
 - o Domain I – 12 points
 - o Domain II – 14 Points
 - o Domain III – 20 points
 - o Domain IV – 14 points

Evidence for Domains I, II, and III will be gathered through the formal observation process and additional “walkthroughs.” Evidence for Domain IV will be gathered through review of teacher artifacts using a portfolio or evidence binder process and a review of student work.

Scores for each domain will be added together to result in the teacher's HEDI score. We understand that subcomponent scores must be reported in whole numbers. Standard rounding rules will apply. Rounding will not cause movement to another HEDI rating category. Multiple ratings will be averaged.

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/12179/1565951-eka9yMJ855/HEDI DISTRIBUTION.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed standards
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet standards

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	45-56
Developing	39-44
Ineffective	0-38

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	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

Highly Effective	57-60
Effective	45-56
Developing	39-44
Ineffective	0-38

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

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Updated Wednesday, October 15, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/1565953-Df0w3Xx5v6/TIP Revised.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:

1. An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who are rated developing, effective, or highly effective may elect to submit a written response to their overall rating, which shall be appended to their APPR evaluation and filed in the teacher's personnel file.

2. Within 20 school days of the receipt of a teacher's annual evaluation, the teacher may request, in writing, a review by the

Superintendent of Schools.

3. The request for appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools. The evaluated teacher may only challenge the substance, rating and/or adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.
4. Within 10 school days of the receipt of the appeal, the Superintendent of Schools shall render an initial determination, in writing, respecting the appeal. Thereafter, the affected teacher may elect a review of the appeal papers by one outside expert who will be chosen from a panel of three persons selected by the District and the Teachers' Association of Lindenhurst. This shall be done within 5 days of the receipt of the Superintendent's initial determination.
5. The make up of the panel shall be identified in a separate written document between the parties. Its composition shall be reviewed annually beginning in July 1, 2013. The panelists shall be employed in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. The cost of the expert review shall be borne by the District.
6. The expert may recommend a modification of the TIP or a modification of the rating, along with his/her rationale for the same. This expert review shall be completed within 10 school days of the delivery of the written request to the panel member; delivery will be by certified mail. No hearing shall be held and the review shall be based solely upon the original written appeal, the Superintendent's initial determination, the supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The panelist's written review recommendation shall be transmitted to the Superintendent and appellant upon completion. The Superintendent shall then consider the written review recommendation of the panelist and shall issue a written decision within 10 school days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, shall not be subject to arbitration, or reviewable in any other forum. However, the teacher will be able to use all information in defense of a 3020-a proceeding. The failure of either party to abide by the above agreed upon process, shall be subject to the grievance procedure.
7. The teacher shall be entitled to representation and all rights provided by law and the collective bargaining agreement.
8. Any evaluation that results in an ineffective rating, shall require the district to provide to the teacher the evaluative ratings issued to the evaluator for the previous three years (if applicable) and proof of training completed pertaining to the agreed upon rubric.
9. An evaluation which is the subject of an appeal shall not be sought to be offered into evidence in any proceeding conduct pursuant to section 3020-a of the Education law, or any locally negotiated alternative disciplinary procedure, unless the appeals process is concluded.

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

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

The District will certify lead evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation 30-[30-2.9(a)]. The District will provide training to evaluators and lead evaluators in the Teachscape Framework for Teacher Proficiency System, including observer training and practice scoring. The district will provided training in the Teachscape Framework for Teaching Effectiveness Series. Upon completion of the 15 hour on-line course teachers are eligible for one in-service credit.

However, classroom observations required by this APPR plan may be conducted immediately and prior to such training, provided that the administrator performing such classroom evaluations are properly credentialed school administrators.

Lead evaluators and evaluators will maintain inter-rater reliability over time through Teachscape or a comparable provider's ongoing professional development.

Such lead evaluators shall be recertified periodically in accordance with law and regulation. Nothing herein shall require collaboration or negotiation with respect to any measure or item that is not negotiable pursuant to Education Law 3012-c, Subpart 30-2 of the Rules of the Board of Regents and/or Section 100.2(o).

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)

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

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

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

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

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

k-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
HS grades 9-12	State assessment	All Regents exams

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.	Growth targets will be set collaboratively by the principals(s) and the Assistant Superintendent after they review relevant student baseline data. All targets will be reviewed by the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See table 7.3 In all instances in which Common Core and 2005 Regents can be administered, the higher of the two grades will prevail.
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Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	.Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gain across SLO's, including special populations. Expectations described in SLO's meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations in SLO's are nearly met. The staff demonstrated a positive impact on student learning, but the overall results are below district expectations.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLO's. Expectations described in SLO's are not met. Results are well below below District expectations.

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/5365/126205-lha0DogRNw/7.3 HEDI Chart.xlsx

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.

Not applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

<http://www.engageny.org/resource/student-learning-objectives-guidance-document>.

7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. Checked

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, October 15, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	(d) measures used by district for teacher evaluation	Lindenhurst-developed grade specific academic vocabulary assessment
6-8	(d) measures used by district for teacher evaluation	Lindenhurst-developed grade specific academic vocabulary assessment
k-5	(d) measures used by district for teacher evaluation	Lindenhurst-developed grade specific academic vocabulary assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For grades K-12, students were given a pretest to establish baselines. Using baseline data, principals in consultation with the assistant superintendent will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 8.1 (15 points) This scale will be used when a value-added model is employed. Until then, the table in 8.2 will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceed district expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates achievement is slightly below district expectations.

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

Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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

(No response)

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

assets/survey-uploads/5366/126208-qBFVOWF7fC/8.1 HEDI CHART.xlsx

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.		
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.		N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.		N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.		N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.		N/A

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

(No response)

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

assets/survey-uploads/5366/126208-T8MIGWUVm1/8.2 HEDI CHART (20 PTS).xlsx

8.3) Locally Developed Controls

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

No controls were used.

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.

For principals with multiple measures, the measures will be weighted proportionally based on the number of students and the duration of courses

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, October 15, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See attached document - Principals' Performance Evaluation (below). Domain scores will be added together to result in a principal's HEDI score. We understand that composite scores must be reported in whole numbers. HEDI ratings will not increase as a result of rounding. Multiple ratings across observations will be averaged together.

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/12205/1565956-pMADJ4gk6R/Principal Amendment.xlsx

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

Highly Effective: Overall performance and results exceed standards.	As per the rubric, exemplary performance in setting a vision for learning, promoting success of students, providing a safe learning environment, community and faculty collaboration, acting with integrity and ethics, promoting community and faculty collaboration
Effective: Overall performance and results meet standards.	As per the rubric, effective performance in setting a vision for learning, promoting success of students, providing a safe learning environment, community and faculty collaboration, acting with integrity and ethics, promoting community and faculty collaboration
Developing: Overall performance and results need improvement in order to meet standards.	As per the rubric, less than effective performance in setting a vision for learning, promoting success of students, providing a safe learning environment, community and faculty collaboration, acting with integrity and ethics, promoting community and faculty collaboration
Ineffective: Overall performance and results do not meet standards.	As per the rubric, unsatisfactory performance in setting a vision for learning, promoting success of students, providing a safe learning environment, community and faculty collaboration, acting with integrity and ethics, promoting community and faculty collaboration

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	56-60
Effective	48-55
Developing	40-47
Ineffective	0-39

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, September 08, 2014

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	56-60
Effective	48-55
Developing	40-47
Ineffective	0-39

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 Wednesday, October 15, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/126317-Df0w3Xx5v6/apprPrincipal Improvement Plan.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. Any principal who receives an ineffective rating for the first time on their annual total composite APPR shall be entitled to appeal their annual total composite rating based upon a paper submission to the Evaluator; who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification. The appeal must be brought in writing to the Evaluator, specifying the areas(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. An appeal of an APPR evaluation must be commenced within ten (10) schools days of the presentation

of the final document to the principal. (extended by an additional period of up to ten (10) calendar days if he or she is going to be on a planned vacation.) Within five (5) days the Evaluator shall respond to the appeal with a written answer denying or approving the appeal. This must include an explanation and rationale behind that decision.

B. In the event that the ineffective rating is upheld by the initial evaluator, the principal shall be allowed to appeal to the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification. The appeal must be brought in writing to the Superintendent, specifying the areas(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. An appeal of an APPR evaluation must be commenced within ten (10) school days of receipt of the denial from the initial Evaluator. The Superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within five (5) school days. The Superintendent shall respond to the appeal with a written answer denying or approving the appeal, This must include an explanation and a rationale behind that decision.

Second Ineffective Rating

C. Any principal who receives an ineffective rating for the second consecutive time on their annual total composite APPR, shall be entitled to appeal their annual total composite rating based upon a paper submission to the Evaluator; who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification. The appeal must be brought in writing to the Evaluator, specifying the areas(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. An appeal of an APPR evaluation must be commenced within ten (10) school days of the presentation of the final document/score to the principal. Within five (5) days the Evaluator shall respond to the appeal with a written answer denying or approving the appeal. This must include an explanation and a rationale behind that decision.

D. In the event that the ineffective rating is upheld by the initial Evaluator, the principal shall be allowed to appeal to a Review Panel, consisting of three members, [Superintendent's designee (who shall not have evaluated/observed the appealing principal), Administrative designee, and a mutually agreed upon retired school administrator (RSA)]. This must be done within 5 days from the receipt of the denial by the initial Evaluator. The Review panel will consider the appeal of the principal who receives a second "ineffective" rating. In the event the parties are unable to agree on the RSA, the parties shall request a list of nine (9) retired school administrators willing and qualified to conduct the review. The list may be provided by SCOPE or any other mutually agreed upon organization that may possess such a list. If the parties cannot mutually agree upon an outside expert from the list, each party shall be afforded four (4) strike outs, with the remaining name being the individual selected. The review panel must be selected within 5 days of the request for a review panel. The review shall consist of reviewing the preliminary decision, the evidence underlying the observations/evaluations of the principal, and all other evidence submitted by the principal and/or the district. The evidence and arguments shall be presented in writing to the Review Panel for review within fifteen (15) business days of the panel's creation. The panel shall have the authority to request further information and/or clarification to be produced by either party in writing. Upon completion of the review, the Review Panel shall render a comprehensive written advisory opinion within ten (10) business days. The advisory opinion may recommend upholding, reversing, or modifying the preliminary determination as well as providing recommendations, including but not limited to adjustments to the principal's corrective actions.

E. Upon receipt of the advisory decision, the Superintendent shall, within five (5) school days, review said advisory opinion and in his/her sole discretion either adopt, reject, in whole, or in part, the advisory opinion. The decision of the Superintendent upon review of the advisory opinion shall be final and binding and shall not be subject to further review or appeals as a grievance, arbitration or other proceeding in any forum. Notwithstanding, nothing herein shall be construed as limiting the right of the employee to challenge the determination or any evaluation, including the second consecutive ineffective annual composite APPR evaluation, in any proceeding brought pursuant to Education Law Section 3020-a.

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

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

The District will certify lead evaluators as qualified to conduct principal evaluations under 3012-c and Commissioner's Regulation 30-[30-2.9(a)]. The District will provide ongoing training (minimum of 12 hours) to evaluators and lead evaluators, including observer training and practice scoring. Classroom observations required by this APPR plan may be conducted immediately and prior to such training, provided that the administrator performing such classroom evaluations are properly credentialed school administrators. Lead evaluators and evaluators will maintain inter-rater reliability over time through ongoing professional development.

Lead evaluators will be recertified periodically in accordance with law and regulation. Nothing herein shall require collaboration or negotiation with respect to any measure or item that is not negotiable pursuant to Education Law 3012-c, Subpart 30-2 of the Rules of the Board of Regents and/or Section 100.2(o)

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
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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, October 29, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/1565959-3Uqgn5g9Iu/APPR Signatures.PDF](assets/survey-uploads/12158/1565959-3Uqgn5g9Iu/APPR%20Signatures.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.

HEDI DISTRIBUTION (Revised 8/28/14)

Domain I = 12 points

	I	D	E	H
a.	0	1.4	1.8	2
b.	0	1.4	1.8	2
c.	0	1.4	1.8	2
d.	0	1.4	1.8	2
e.	0	1.4	1.8	2
f.	0	1.4	1.8	2
	0	8.4	10.8	12

Planning & Preparation

Knowledge of Content and Pedagogy
 Knowledge of Students
 Setting Instructional Outcomes
 Knowledge of Resources
 Designing Coherent Instruction
 Designing Student Assessments

Domain II = 14 points

	I	D	E	H
a.	0	2	2.5	2.8
b.	0	2	2.5	2.8
c.	0	2	2.5	2.8
d.	0	2	2.5	2.8
e.	0	2	2.5	2.8
	0	10	12.5	14

Classroom Environment

Creating an Environment of Respect & Rapport
 Establishing a Culture of Learning
 Managing Classroom Procedures
 Managing Student Behavior
 Organizing Physical Space

Domain III = 20 points

	I	D	E	H
a.	0	2.8	3.2	4
b.	0	2.8	3.2	4
c.	0	2.8	3.2	4
d.	0	2.8	3.2	4
e.	0	2.8	3.2	4
	0	14	16	20

Instruction

Communicating with Students
 Using Questioning & Discussion Techniques
 Engaging Students in Learning
 Using Assessment in Instruction
 Demonstrates Flexibility & Responsiveness

Domain IV = 14 points

	I	D	E	H
a.	0	1.6	1.9	2.35
b.	0	1.6	1.9	2.33
c.	0	1.6	1.9	2.33
d.	0	1.6	1.9	2.33
e.	0	1.6	1.9	2.33
f.	0	1.6	1.9	2.33
	0	9.6	11.4	14

Professional Responsibilities

Reflecting on Teaching
 Maintaining Accurate Records
 Communication with Families
 Participates in Professional Community
 Growing & Developing in the Profession
 Showing Professionalism

Lindenhurst School District

Annual Professional Performance Review

Teacher Improvement Plan

Defined:

A Teacher Improvement Plan (TIP) shall be developed by the district in consultation with the teacher who was evaluated with an unsatisfactory level of performance (when judged against established district standards and criteria) in his/her most recent annual performance review.

The teacher is identified as experiencing significant difficulties that either (a) seriously compromise the teacher's ability to be an effective educator, or (b) are deemed irremediable without assistance.

The Plan is designed to assist the teacher and offer all available resources to help rectify the identified difficulties in meeting the professional standards delineated by the district standards and criteria and to help return the teacher's performance to an acceptable level. The Plan is **not** to be construed as punishment *or* a reprimand.

As a result of our teacher evaluation process, teachers must be made aware of any deficiency within a reasonable time frame before it becomes part of their final evaluation of the annual professional performance review.

If an administrator/department chair perceives that an observation or other teacher responsibility is unsatisfactory, the administrator/department chair should immediately identify the problem area(s) and give the teacher suggestions for improvement. The suggestions for improvement will be in writing.

The administrator or the teacher will initiate a follow-up assessment to determine if the deficiency has been resolved. If

the area of difficulty has been resolved, it will also be noted in writing.

In all correspondence, short written memos or a log are sufficient to inform the teacher of deficiencies and should be kept as part of the work record.

Notification to the teacher that improvement of performance to an acceptable level with accordance with the District standards and criteria is expected, and failure to improve performance to that level may result in dismissal.

Procedure/Guidelines:

When a TIP is to be initiated, it is the responsibility of the administration, in consultation with the teacher, to develop an improvement plan specific to that teacher's needs.

A trained union representative may be present to assist in the development of the Teacher Improvement Plan.

The plan must be developed within 30 calendar days of notification of unsatisfactory level of performance.

If the TIP is a result of a teacher's **final evaluation**, the plan should be developed as soon as practicable after the final evaluation has been completed, but in no case later than 10 (ten) school days after the date on which teachers are required to report prior to the opening of classes for the new school year.

The Plan should include the following:

- identification of and an explanation specifically describing the behaviors, techniques, criteria or standards in which the teacher has been noted as being deficient in regards to the teaching standards, as delineated in the criteria established by the administrator/supervisor and the Association Contract in the Annual Professional Performance Review process (provided by the administrator/supervisor),

- an explanation of how the teacher will benefit from the Teacher Improvement Plan – what the outcomes of the Plan will be (provided by the administrator/supervisor),
- previous efforts made by the immediate supervisor and the teacher to improve the teacher's performance will be included,
- all criteria which has generated the Teacher Improvement Plan must be clearly identified as outlined in the Annual Professional Performance Review Plan, standards, or appropriate and reasonable behaviors which are required for a satisfactory level of performance (completed by the administrator /supervisor),
- an outline of a program designed to achieve satisfactory level of performance focusing on targeted needs, goals, related activities, and expected outcomes. The program will include a list of specific measurable and/or observable performance objectives,
- a description by the administrator/supervisor and the teacher of the staff/professional development which will be undertaken to improve performance, along with the approximate dates for training and visitations,
- a description of any additional resources that will be provided to the teacher to assist them (visitations to other schools, peer assistance, etc.),
- a time line for evaluating the teacher's improvement, (allowing sufficient time between each performance assessment to allow reasonable opportunity to address identified difficulties), the frequency and time frame for observations for the purpose of recording and discussing the teacher's progress, the dates for progress reviews based on written observations, and the completion date for the TIP.

- If requested by the teacher or the immediate supervisor and or principal, an additional evaluator from among the District administrators will be provided.
- The teacher will make every effort to cooperate with the administrator/supervisor in his or her own professional growth and improvement.

Original documentation contained in the initial recommendation will be provided to the individual teacher, along with notice of the teacher's right to seek Association representation at any TIP meeting throughout the process.

The Plan may include, but will not be limited to any of the following activities for the teacher which the district will facilitate:

- Enrollment and attendance at workshops that address the targeted needs of the teacher.
- Enrollment and attendance in courses that address the targeted needs of the teacher.
- Modeling experiences in which the teacher will have the opportunity to:
 1. visit and observe the classroom of teachers who have expertise in the targeted needs,
 2. observe demonstrations in the teacher's own classroom by teachers who have expertise in the targeted needs,
 3. on occasion, participate in co-teaching assignments with teachers who have expertise in the targeted needs,

Visitations may need to be arranged outside the school district in regards to certain content areas. Classroom coverage will be provided by the principal.

- Role-play opportunities to try out a desired new behavior or skill in a restricted environment before applying it in a classroom and receive feedback.

Requirements/Limitations:

The teacher and the administrator/supervisor agree to collaboratively participate in the activities for the teacher's improvement which will be facilitated by the District.

The teacher and administrator/supervisor shall meet on an ongoing basis to discuss the impact of the improvement activities on the teacher's professional performance. A teacher performance log will be used for documentation.

In addition, the teacher's performance will be evaluated by the administrator/supervisor using the rubric selected by the District, according to Ed. Law 3012-c.

This plan will be in effect during the school year and until such time that the teacher has met the goals and outcomes of the plan.

On or before June 1st, the teacher on a TIP will be notified of the Plan's results or will receive an annual performance review. If the review is satisfactory, the teacher will be free to choose an alternate assessment for the following school year. If the review is unsatisfactory, an extended TIP may be developed for the following school year.

A TIP can be completed at any time during the school year.

Termination of the Teacher Improvement Plan

At the conclusion of the plan, the teacher's immediate administrator/supervisor will provide a written report and recommendations to the Superintendent. A copy of the report will be provided to the teacher and the Association President.

If the teacher exhibits successful improvement to a level commensurate with the expectations of the improvement plan, the plan is terminated without further action by the District.

If the teacher has not exhibited a level of improvement commensurate with the expectations as delineated in the teacher's improvement plan or has not fulfilled agreed upon obligations of the TIP, the Superintendent may take appropriate action.

Other than the performance review documents, which always become a permanent part of the teacher's personnel file, all documents directly pertaining to the identified teacher's TIP (i.e., the initial reports to the Superintendent, status reports), all originals and any and all copies, will become the property of the teacher once the TIP has been satisfied. At the teacher's discretion, these documents may then be destroyed or become a permanent part of the teacher's personnel file.

A document of successful completion of the Teacher Improvement Plan, dated and signed by the administrator/supervisor and the teacher, will be placed in the teacher's personnel file.

Guidelines for the Teacher Improvement Plan

- All activities associated with the TIP will be a collaborative effort between the teacher and the administrator/supervisor and will be facilitated by the District, for example: release time from classes for collaboration or preparation of lessons, or for training, workshops and conferences as outlined and agreed upon in the TIP.
- Any involvement by a teacher in a TIP outside of normal working hours shall be strictly voluntary, for example: attendance at workshops or courses.
- A teacher participating in a TIP shall receive all official documentation associated with the TIP, including status reports, logs, evaluations, and reports to the Superintendent.
- The teacher has the right to respond in writing to any and all reports, observations, and evaluations placed in their personnel file as part of the TIP.
- Nothing in the TIP procedures will prohibit any teacher or the District from exercising his/its contractual or legal rights, including grievance and arbitration procedures.
- The District will not proceed with a disciplinary action for any issue related to the TIP until the conclusion of the TIP. “Any issue” is defined as the deficiencies identified and addressed in the teacher’s individual TIP.
- Nothing in this agreement will prohibit the teacher’s immediate administrator/supervisor from continuing classroom observations following procedures delineated in the “Annual Professional Performance Review” and submitting evaluations to the Superintendent.
- Protections afforded the teacher by the collective bargaining agreement and applicable education law shall apply at all times.

Lindenhurst School District

Teacher Improvement Plan Worksheet

Name: _____

School: _____

Subject/Grade Level: _____

____ Tenured ____ Probationary ____ Full Time

Date: _____ Evaluation Period: _____

This assessment approach was approved by

Signature of Administrator/Supervisor

Signature of Teacher

Criteria for Evaluation	Satisfactory	In Need of Improvement
<p>Content Knowledge</p> <p>The teacher demonstrates a thorough knowledge of the subject matter area and curriculum.</p>		
<p>Preparation</p> <p>The teacher demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction.</p>		
<p>Instructional Delivery</p> <p>The teacher demonstrates that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.</p>		

Criteria for Evaluation	Satisfactory	In Need of Improvement
<p style="text-align: center;">Classroom Management</p> <p>The teacher demonstrates classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.</p>		
<p style="text-align: center;">Student Development</p> <p>The teacher demonstrates knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies for the benefit of all students.</p>		
<p style="text-align: center;">Student Assessment</p> <p>The teacher demonstrates that he/she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.</p>		
<p style="text-align: center;">Collaboration</p> <p>The teacher demonstrates that he/she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.</p>		
<p style="text-align: center;">Reflective and Responsive Practice</p> <p>The teacher demonstrates that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.</p>		
<p style="text-align: center;">Other (Please be specific)</p>		

Suggested Timeline for Teacher Improvement Plan

Initial Meeting	Meeting with Administrator/Supervisor to generate the Teacher Improvement Plan and outline activities and a final review date for the plan
First 3 weeks	Teacher involvement in activities, and time to incorporate into their teaching practices
Fourth Week	Classroom Visitation established Pre-Conference, Observation and Post Conference
First month review	Conference <ul style="list-style-type: none"> – review initial goals – establish next steps – determine progress of TIP for final review
Next 2-3 weeks	Follow-up meeting and/or classroom observation using the evaluation rubric
Second month review	<ul style="list-style-type: none"> – review initial goals – establish next steps – determine progress of TIP for final review
Continue the 2-3 week process and monthly review	Follow-up meeting and/or classroom observation using the evaluation rubric <ul style="list-style-type: none"> – review initial goals – establish next steps – determine progress of TIP for completion
Satisfactory Completion of the TIP	All goals are met and a final report is developed and the TIP is completed as per Evaluation Criteria
End of May – beginning of June	<u>Final review for the year</u> <ul style="list-style-type: none"> – Satisfactory completion of the TIP – comments to the degree to which all goals were met. – An extension of the Plan is generated for the following year following the above cycle – A recommendation to the Superintendent for further action

Teacher Improvement Plan Log Sheet Guidance

The **TIP Log sheet** should be filled in for every meeting between the teacher and the administrator/supervisor. The teacher should receive a copy of the log.

Types of Meetings:

Classroom Observations (both formal and informal)

Pre-Observation Conferences

Post-Observation Conferences

Face-to-face discussions regarding areas addressed in TIP

Suggestions for Future Actions:

Continue the specific areas of the TIP as noted.

The specific areas as noted were completed satisfactorily.

A new area of the TIP will be addressed at the next meeting.

Lindenhurst School District

Checklist for Teacher Improvement Plan

INSTRUCTIONS TO ADMINISTRATOR/SUPERVISOR and TEACHER:
Please document the completion of each step with the date and your initials.

Name of Teacher: _____

Name of Administrator/Supervisor: _____

Date and Initial by Administrator/Supervisor and Teacher:

<u>Date</u>	<u>Admin.</u>	<u>Teacher</u>	
_____	_____	_____	Teacher has met with Administrator/Supervisor and generated the Teacher Improvement Plan establishing specific standards and behaviors, offered assistance, and set a time frame for correction and re-evaluation.
_____	_____	_____	Resource help has been provided and accepted, specific areas needing improvement have been monitored, and objective records have been kept of these activities.
_____	_____	_____	Appropriate time has been allowed for improvement; a follow-up written evaluation and conference has been completed informing the teacher that required improvement has or has not been achieved. <i>Scheduled number of follow-up observations will be specified in the plan.</i>
_____	_____	_____	Continued guidance and other assistance have been provided and documented in the continuing evaluation process.
_____	_____	_____	Resource staff member(s) in field of teacher's work have been used as consultants and utilized in providing assistance.
_____	_____	_____	For the following year, change of duties/grade levels within the same building has been considered and implemented, if appropriate, with explanation and a written report.
_____	_____	_____	Recommendation to Superintendent for further action. <i>Teacher's initials on final item indicate awareness that a recommendation has been made to the Superintendent.</i>

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

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

Principal's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

2.11 HEDI CHART

	HEDI Points	SLO Target and Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0.00%	0.00% to 7.61%
	1	7.62%	7.62% to 15.23%
	2	15.24%	15.24% to 22.85%
Developing	3	22.86%	22.86% to 30.47%
	4	30.48%	30.48% to 38.09%
	5	38.10%	38.10% to 45.70%
	6	45.71%	45.71% to 53.32%
	7	53.33%	53.33% to 60.94%
	8	60.95%	60.95% to 68.56%
Effective	9	68.57%	68.57% to 71.42%
	10	71.43%	71.43% to 74.28%
	11	74.29%	74.29% to 77.13%
	12	77.14%	77.14% to 79.99%
	13	80.00%	80.00% to 82.85%
	14	82.86%	82.86% to 85.70%
	15	85.71%	85.71% to 88.56%
	16	88.57%	88.57% to 91.42%
	17	91.43%	91.43% to 94.28%
Highly Effective	18	94.29%	94.29% to 97.13%
	19	97.14%	97.14% to 98.57%
	20	100.00%	98.58% to 100.00%

Conversion Chart for the BuildingState-Provided Growth Score

Highly Effective	25		20
	24		20
	23		19
	22		18
Effective	21		17
	20		17
	19		16

	18		16
	17		15
	16		15
	15		14
	14		13
	13		12
	12		11
	11		10
	10		9
Developing	9		8
	8		8
	7		7
	6		6
	5		5
	4		4
	3		3
Ineffective	2		2
	1		1
	0		0

3.3 HEDI CHART

VALUE ADDED (15 PTS)

Ineffective	0	0.00% to 7.27%
	1	7.28% to 14.54%
	2	14.55% to 21.81%
Developing	3	21.82% to 29.08%
	4	29.09% to 36.35%
	5	36.36% to 43.62%
	6	43.63% to 50.89%
	7	50.90% to 58.16%
Effective	8	58.17% to 65.43%
	9	65.44% to 72.70%
	10	72.71% to 79.99%
	11	80.00% to 84.00%
	12	84.01% to 88.00%
	13	88.01% to 92.00%
Highly	14	92.01% to 96.00%
	15	96.01% to 100.00%

HEDI CALCULATOR 3.13

PERCENTAGE OF STUDENTS REACHING TARGET

	HEDI Points	HEDI scores	
Ineffective	0	0.00%	7.61%
	1	7.62%	15.23%
	2	15.24%	22.85%
Developing	3	22.86%	30.47%
	4	30.48%	38.09%
	5	38.10%	45.70%
	6	45.71%	53.32%
	7	53.33%	60.94%
Effective	8	60.95%	68.56%
	9	68.57%	71.42%
	10	71.43%	74.28%
	11	74.29%	77.13%
	12	77.14%	79.99%
	13	80.00%	82.85%
	14	82.86%	85.70%
	15	85.71%	88.56%
Highly Effective	16	88.57%	91.42%
	17	91.43%	94.28%
	18	94.29%	97.13%
	19	97.14%	98.57%
	20	98.58%	100.00%

7.3 HEDI CHART

	HEDI Points	SLO Target and Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0.00%	0.00% to 7.61%
	1	7.62%	7.62% to 15.23%
	2	15.24%	15.24% to 22.85%
Developing	3	22.86%	22.86% to 30.47%
	4	30.48%	30.48% to 38.09%
	5	38.10%	38.10% to 45.70%
	6	45.71%	45.71% to 53.32%
	7	53.33%	53.33% to 60.94%
	8	60.95%	60.95% to 68.56%
Effective	9	68.57%	68.57% to 71.42%
	10	71.43%	71.43% to 74.28%
	11	74.29%	74.29% to 77.13%
	12	77.14%	77.14% to 79.99%
	13	80.00%	80.00% to 82.85%
	14	82.86%	82.86% to 85.70%
	15	85.71%	85.71% to 88.56%
	16	88.57%	88.57% to 91.42%
	17	91.43%	91.43% to 94.28%
Highly Effective	18	94.29%	94.29% to 97.13%
	19	97.14%	97.14% to 98.57%
	20	100.00%	98.58% to 100.00%

8.1 HEDI CHART

15 POINTS -	% OF ST AT TARGET	
Ineffective	0	0% to 20%
	1	21% to 39%
	2	40% to 64%
Developing	3	65% to 66%
	4	67% to 68%
	5	69% to 70%
	6	71% to 72%
	7	73% to 74%
Effective	8	75%
	9	76%
	10	77% to 78%
	11	79% to 80%
	12	81% to 82%
	13	83% to 84%
Highly	14	85% to 91%
	15	92% to 100%

8.2 HEDI CHART

	20 POINTS	% ST AT TARGET
Ineffective	0	0% to 20%
	1	21% to 39%
	2	40% to 64%
Developing	3	65%
	4	66%
	5	67% to 68%
	6	69% to 70%
	7	71% to 72%
	8	73% to 74%
Effective	9	75%
	10	76%
	11	77%
	12	78%
	13	79%
	14	80%
	15	81%
	16	82%
	17	83% to 84%
Highly Effective	18	85% to 89%
	19	90% to 94%
	20	95% to 100%

Lindenhurst Union Free school District

APPENDIX C

Principals' Performance Evaluation

Effective as of the 2012-13 School Year

Multidimensional Principals Performance Rubric		Highly Effective	Effective	Developing	Ineffective			
		Maximum Number of Points per area	95% of HE	80% of HE				
DOMAIN 1: Shared Vision of Learning								
Culture	Collaboratively develop and implement a shared vision and mission for learning	3.5	3.32	2.80	0			
	District & school's vision and mission							
	Reflective practice & decision making							
Sustainability	Promote continuous and sustainable improvement	3.5	3.32	2.80	0			

7

0

0

DOMAIN 2: School Culture and Instructional Program								
Culture	Promotes and supports activities for staff improvement	4	3.80	3.20	0			
	Nurture and sustain a culture of collaboration, trust, learning, and high expectations							
	Create a personalized and motivating learning environment for students							
Instructional Program	Create a comprehensive, rigorous, and coherent curricular program	5	4.75	4.00	0			
	Supervise instruction							
	Maximize time spent on quality instruction							
Capacity Building	Develop the instructional and leadership capacity of staff	5	4.75	4.00	0			
	Promote the use of effective and appropriate technologies to support teaching and learning							
Sustainability	Develop assessment and accountability systems to monitor student progress	4	3.80	3.20	0			
Strategic Planning Process	Monitor and evaluate the impact of the instructional program	4	3.80	3.20	0			

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DOMAIN 3: Safe, Efficient, Effective Learning Environment								
Capacity Building	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological	4	3.80	2.80	0			
	Develop the capacity for distributed leadership							
Culture	Promote and protect the welfare and safety of students and staff	4	3.80	2.80	0			
Sustainability	Monitor and evaluate the management and operational systems	4	3.80	2.80	0			
Instructional Program	Ensure teacher and organizational time is focused to support quality instruction and student learning	5	4.75	4.00	0			

DOMAIN 4: Community							
Strategic Planning Process: Inquiry	Collect and analyze data and information pertinent to the educational environment	3	2.85	2.40	0		
Culture	Promote understanding, appreciation, and use of the community's diverse	2	1.90	1.60	0		
Sustainability	Build and sustain positive relationships with families, caregivers and community partners	2	1.90	1.60	0		

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DOMAIN 5: Integrity, Fairness, Ethics							
Sustainability	Ensure a system of accountability for every student's academic and social success	2.5	2.37	2.00	0		
	Consider and evaluate the potential moral and legal consequences for decision making						
Culture	Collect and analyze data and information pertinent to the educational environment	2.5	2.37	2.00	0		
	Safeguard the values of democracy, equity and diversity						
	Promote social justice and insure that individual student needs inform all aspects of schooling						

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DOMAIN 6: Political, Social, Economic, Legal & Cultural Content							
Sustainability	Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies	1	0.95	0.80	0		
	Act to influence local, district, state and national decisions affecting student learning						
Culture	Advocate for children, families and caregivers	1	0.95	0.80	0		

2

Total	60
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High Effective 56 - 60

Effective 48 - 55

Developing 40 - 47

Ineffective 0 - 39

**To assign a "developing" rating in a sub-domain the evaluator (for observation) or Superintendent must support the rating with at least one (1) pieces of factual evidence (situations, events, etc.) / artifacts as well as provide a detailed written explanation that includes a factually based justification in support of the "ineffective" rating. The explanation must also provide a detailed rationale as to how the cited factual evidence supports an "ineffective" rating for that sub domain.

**To assign a "ineffective" rating in a sub-domain the evaluator (for observation) or Superintendent must support the rating with at least two (2) pieces of factual evidence (situations, events, etc.) / artifacts as well as provide a detailed written explanation that includes a factually based justification in support of the "ineffective" rating. The explanation must also provide a detailed rationale as to how the cited factual evidence supports an "ineffective" rating for that sub domain.

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

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

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

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

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

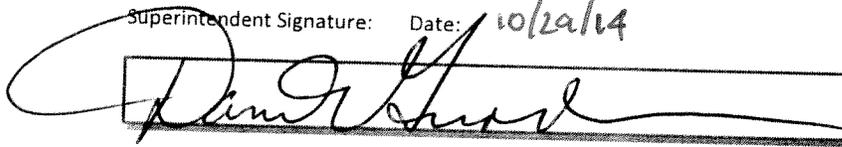
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

Superintendent Signature: Date: 10/29/14



Teachers Union President Signature: Date: 10/29/14



Administrative Union President Signature: Date: 10/29/14



Board of Education President Signature: Date: 10/29/14



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

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

Superintendent / District Superintendent / Chancellor Signature: Date: 10/29/14

