



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

Commissioner of Education
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January 3, 2013

David Weiss, Superintendent of Schools
Long Beach City School District
235 Lido Blvd.
Lido Beach, NY 11561

Dear Superintendent Weiss:

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 for the 2012-2013 school year. 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: Thomas L. Rogers

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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: 2012-13

Created Tuesday, May 15, 2012

Updated Friday, October 12, 2012

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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

280300010000

1.2) School District Name:

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

Long Beach City School District

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

1.5) Assurances

Please check all of the boxes below:

1.5) 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
1.5) 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
1.5) 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

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

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

Created Tuesday, May 15, 2012

Updated Friday, December 21, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, 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 for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 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. 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.

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The SLO's for K-3 ELA will utilize State approved 3rd party assessments . For grade 3, the Measures of
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Academic Progress will be used as a pre-test, and targets will be set for the 3rd grade State Assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment to determine growth. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO's for K-3 Math will utilize State approved 3rd party assessments . For grade 3, the Measures of Academic Progress will be used as a pre-test, and targets will be set for the 3rd grade State Assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment to determine growth. After the specified benchmark is administered and scored, the
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building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.

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

A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.

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

A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.

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

A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.

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

A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Long Beach developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Long Beach developed Grade 7 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 student performance.

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

The SLO's for 6-7 Science will utilize Long Beach developed Science Assessments . The SLO for 8th grade Science will utilize the 8th grade Science Assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment to determine growth. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.

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

A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Long Beach developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Long Beach developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Long Beach developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO's for 6-8 Social Studies will utilize Long Beach developed Social Studies Assessments. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment to determine growth. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

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	Long Beach School District developed Global 1 Social Studies 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO's for high school Social Studies Regents courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the Regents assessment score or the District developed assessment for Global 1 score to determine growth. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO's for high school Science Regents courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the Regents assessment score to determine growth. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The SLO's for high school Mathematics Regents courses will be rigorous and comparable. The same assessment
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>will be used across all classrooms in the same course. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the Regents assessment score to determine growth. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.</p>

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	State approved 3rd party assessment	Scholastic Reading Inventory
Grade 10 ELA	State approved 3rd party assessment	Scholastic Reading Inventory
Grade 11 ELA	Regents assessment	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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO's for high school English Language Arts courses will be rigorous and comparable. The Scholastic Reading Inventory will be used for grades 9 and 10. The ELA Regents assessment will be used for grades 11. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the Regents assessment score to determine growth. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to</p>
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	20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education courses	District, Regional or BOCES-developed	Long Beach Developed and course specific Physical Examination
All other English courses	District, Regional or BOCES-developed	Long Beach Developed and course specific English Examination
All other Math courses	District, Regional or BOCES-developed	Long Beach Developed and course specific Math Examination
All other Social Studies courses	District, Regional or BOCES-developed	Long Beach Developed and course specific Social Studies Examination
All other Science courses	District, Regional or BOCES-developed	Long Beach Developed and course specific Science Examination
All Art courses	District, Regional or BOCES-developed	Long Beach Developed and course specific Art Examination
All Language courses	District, Regional or BOCES-developed	Long Beach Developed and course specific World Language Examination
Special Education	District, Regional or BOCES-developed	Long Beach Developed and course Specific subject Examination
Business	District, Regional or BOCES-developed	Long Beach Developed and course specific Business Examination
All Technology courses	District, Regional or BOCES-developed	Long Beach Developed and course specific Technology Examination
All Family and Consumer Science courses	District, Regional or BOCES-developed	Long Beach Developed and course specific Family and Consumer Science Examination
ESL K-8	State Assessment	NYSESLAT
ESL 9-12	State Assessment	NYSESLAT
All Music courses	District, Regional or BOCES-developed	Long Beach Developed and course specific Music Examination
All Health courses	District, Regional or BOCES-developed	Long Beach Developed and course specific Health Examination
Reading K to 5	State-approved 3rd party assessment	Measures of Academic Progress
Reading 6 to 8	State-approved 3rd party assessment	Scholastic Reading Inventory

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

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

The SLO's for the courses in 2.10 will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the Regents assessment score to determine growth. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.

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

A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.

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

A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.

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

A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.

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

A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

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

[assets/survey-uploads/5364/129795-avH4IQNZMh/~\\$Conversion Table for Student Growth and Local Measures.xlsx](#)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/129795-TXEttx9bQW/Conversion Table for Student Growth and Local Measures_1.xlsx](#)

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which

include: student prior academic history, 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.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, May 15, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.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. 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.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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.	Long Beach has chosen State-approved 3rd party assessments in the courses listed above that will be rigorous and valid. Students will be administered baseline assessments that will identify current student performance levels. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. Students will then be administered end of year assessments that will reflect growth towards mastery. The conversion table attached details how total points will be assigned. The percentage of students meeting the growth target will be converted to a scale score of 0 to 15. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 94% or greater of his/her students meet the growth target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 56% to 93% of his/her students meet the growth target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 21% to 55% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Long Beach has chosen State-approved 3rd party assessments in the courses listed above that will be rigorous and valid. Students will be administered baseline assessments that will identify current student performance levels. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. Students will then be administered end of year assessments that will reflect growth towards mastery. The conversion table attached details how total points will be assigned. The percentage of students meeting the growth target will be converted to a scale score of 0 to 15. Teachers can achieve all scale points from 0 to 15.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if 94% or greater of his/her students meet the growth target.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if 56% to 93% of his/her students meet the growth target.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if 21% to 55% of his/her students meet the growth target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if 0% to 20% of his/her students meet the growth target.</p>

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/129809-rhJdBgDruP/Conversion Table 15 Point Scale_1.xlsx](#)

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Locally-Selected Measure from List of Approved Measures	Assessment
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K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)

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.	Long Beach has chosen State-approved 3rd party assessments in the courses listed above that will be rigorous and valid. Students will be administered baseline assessments that will identify current student performance levels. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. Students will then be administered end of year assessments that will reflect growth towards mastery. The conversion table attached details how total points will be assigned. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Locally-Selected Measure from List of Approved Measures	Assessment
---	------------

K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)

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.	Long Beach has chosen State-approved 3rd party assessments in the courses listed above that will be rigorous and valid. Students will be administered baseline assessments that will identify current student performance levels. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. Students will then be administered end of year assessments that will reflect growth towards mastery. The conversion table attached details how total points will be assigned. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory

7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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.	Long Beach has chosen State-approved 3rd party assessments in the courses listed above that will be rigorous and valid. Students will be administered baseline assessments that will identify current student performance levels. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. Students will then be administered end of year assessments that will reflect growth towards mastery. The conversion table attached details how total points will be assigned. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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.	Long Beach has chosen State-approved 3rd party assessments in the courses listed above that will be rigorous and valid. Students will be administered baseline assessments that will identify current student performance levels. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. Students will then be administered end of year assessments that will reflect growth towards mastery. The conversion table attached details how total points will be assigned. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	Advanced Regents Index (Described in box below)
Global 2	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)
American History	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)

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.

Long Beach has chosen a school-wide achievement measure in the courses listed above that will be rigorous and valid. The locally-computed measure is based on State assessments and/or regional or BOCES-developed assessments for which the district or BOCES verifies comparability and rigor. The conversion table attached details how total points will be assigned. The "Advanced Regents Index" will be computed by summing the total number of Regents Examinations and Regents Equivalent Exams passed in January 2013 and June 2014 divided by the total enrollment in Long Beach High School (less ungraded students) on June 1, 2013. (The Regents Examinations used in this calculation will be the Integrated Algebra, Comprehensive English, Physical Setting/Physics, Living Environment, Algebra2/Trigonometry, US History Government, Geometry, Physical Setting/Earth Science, Physical Setting/Chemistry and Global History Geography; the Regents equivalent exams will be the F.L.A.C.S. Consortium Examinations in French, Italian and Spanish.) The Superintendent, after consultation with the building principal and the President of the Long Beach Teachers' Association, will determine the percentage of students who met the differentiated targets. Teachers can achieve all scale points from 0 to 20.

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

A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.

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

A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.

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

A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.

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

A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	Advanced Regents Index (Described in box below)
Earth Science	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)

Chemistry	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)
Physics	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)

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.	Long Beach has chosen a school-wide achievement measure in the courses listed above that will be rigorous and valid. The locally-computed measure is based on State assessments and/or regional or BOCES-developed assessments for which the district or BOCES verifies comparability and rigor. The conversion table attached details how total points will be assigned. The "Advanced Regents Index" will be computed by summing the total number of Regents Examinations and Regents Equivalent Exams passed in January 2013 and June 2014 divided by the total enrollment in Long Beach High School (less ungraded students) on June 1, 2013. (The Regents Examinations used in this calculation will be the Integrated Algebra, Comprehensive English, Physical Setting/Physics, Living Environment, Algebra2/Trigonometry, US History Government, Geometry, Physical Setting/Earth Science, Physical Setting/Chemistry and Global History Geography; the Regents equivalent exams will be the F.L.A.C.S. Consortium Examinations in French, Italian and Spanish.) The Superintendent, after consultation with the building principal and the President of the Long Beach Teachers' Association, will determine the percentage of students who met the differentiated targets. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, 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	Advanced Regents Index (Described in box below)
Geometry	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)
Algebra 2	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)

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.

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.	Long Beach has chosen a school-wide achievement measure in the courses listed above that will be rigorous and valid. The locally-computed measure is based on State assessments and/or regional or BOCES-developed assessments for which the district or BOCES verifies comparability and rigor. The conversion table attached details how total points will be assigned. The "Advanced Regents Index" will be computed by summing the total number of Regents Examinations and Regents Equivalent Exams passed in January 2013 and June 2014 divided by the total enrollment in Long Beach High School (less ungraded students) on June 1, 2013. (The Regents Examinations used in this calculation will be the Integrated Algebra, Comprehensive English, Physical Setting/Physics, Living Environment, Algebra2/Trigonometry, US History Government, Geometry, Physical Setting/Earth Science, Physical Setting/Chemistry and Global History Geography; the Regents equivalent exams will be the F.L.A.C.S. Consortium Examinations in French, Italian and Spanish.) The Superintendent, after consultation with the building principal and the President of the Long Beach Teachers' Association, will determine the percentage of students who met the differentiated targets. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.

for grade/subject.

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

A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.

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

A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)
Grade 10 ELA	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)
Grade 11 ELA	6(ii) School wide measure computed locally	Advanced Regents Index (Described in box below)

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.

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.

Long Beach has chosen a school-wide achievement measure in the courses listed above that will be rigorous and valid. The locally-computed measure is based on State assessments and/or regional or BOCES-developed assessments for which the district or BOCES verifies comparability and rigor. The conversion table attached details how total points will be assigned. The "Advanced Regents Index" will be computed by summing the total number of Regents Examinations and Regents Equivalent Exams passed in January 2013 and June 2014 divided by the total enrollment in Long Beach High School (less ungraded students) on June 1, 2013. (The Regents Examinations used in this calculation will be the Integrated Algebra, Comprehensive English, Physical Setting/Physics, Living Environment, Algebra2/Trigonometry, US History Government, Geometry, Physical Setting/Earth Science, Physical Setting/Chemistry and Global History Geography; the Regents equivalent exams will be the F.L.A.C.S.

will identify current student performance levels. After the specified benchmark is administered and scored, the building principal, after consultation with the teacher, will determine the percentage of students who met the differentiated targets. Students will then be administered end of year assessments that will reflect growth towards mastery. The conversion table attached details how total points will be assigned. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.

For all other 9-12 courses, Long Beach has chosen a school-wide achievement measure in the courses listed above that will be rigorous and valid. The locally-computed measure is based on State assessments and/or regional or BOCES-developed assessments for which the district or BOCES verifies comparability and rigor. The conversion table attached details how total points will be assigned. The "Advanced Regents Index" will be computed by summing the total number of Regents Examinations and Regents Equivalent Exams passed in January 2013 and June 2014 divided by the total enrollment in Long Beach High School (less ungraded students) on June 1, 2013. (The Regents Examinations used in this calculation will be the Integrated Algebra, Comprehensive English, Physical Setting/Physics, Living Environment, Algebra2/Trigonometry, US History Government, Geometry, Physical Setting/Earth Science, Physical Setting/Chemistry and Global History Geography; the Regents equivalent exams will be the F.L.A.C.S. Consortium Examinations in French, Italian and Spanish.) The Superintendent, after consultation with the building principal and the President of the Long Beach Teachers' Association, will determine the percentage of students who met the differentiated targets. Teachers can achieve all scale points from 0 to 20.

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

A teacher will be rated highly effective if 94.29% or greater of his/her students meet the growth target.

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

A teacher will be rated effective if 68.57% to 94.28% of his/her students meet the growth target.

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

A teacher will be rated developing if 22.86% to 68.56% of his/her students meet the growth target.

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

A teacher will be rated ineffective if 0% to 22.85% of his/her students meet the growth target.

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/5139/129809-y92vNseFa4/Conversiontables_1.xlsx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

The number of students meeting the target will be divided by the total number of students in the teacher's classes to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0 to 20 or 0 to 15. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 15, 2012

Updated Wednesday, January 02, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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 (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]	45
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	15

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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the Danielson 2007 Rubric and will weight the four domains as follows: Domain 1 Planning and Preparation 15 Points; Domain 2 Classroom Environment 10 Points; Domain 3 Instruction 20 Points; Domain 4 Professional Responsibilities 15 Points. The points from Domains 1, 2, and 3 will be based on multiple classroom observations including formal and informal observations

The 15 points from Domain 4 will be based on evidence of identified artifacts of teacher practices. The teacher, the principal, other district administrators, the Assistant Superintendent for Curriculum and Instruction, and the superintendent will determine what artifacts are appropriate

The evaluator will review all available data and evidence as they reflect the elements in each of the four domains. Each element in the domain will be rated on a four point scale - highly effective (4), effective (3), developing (2), ineffective (1). All the elements will be averaged to create an average score for the domain. A weighted overall average will be calculated based on the indicated weighting of the domains. The overall average will be converted to a 60 point scale using the attached conversion chart. A teacher's overall performance can be rated at any score point from 0 to 60.

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

assets/survey-uploads/5091/129826-eka9yMJ855/LB Conversion chart for Other Measures.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 NYS Teaching Standards.	A rating of highly effective is identified by exemplary performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is identified by strong performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is identified by demonstrating a need for improvement in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 50 to 56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective is identified by poor performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 0 to 49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	3
4.6) Observations of Probationary Teachers Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers 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 tenured teachers be done in person, by video, or both?

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, May 15, 2012

Updated Thursday, September 13, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, May 15, 2012

Updated Friday, December 21, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

<assets/survey-uploads/5265/129829-Df0w3Xx5v6/TIP.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

The parties will continue to meet to discuss observations, evaluations and teacher improvement plan procedures as required by Education Law Section 3012(c). The resolution of the issues discussed by the parties shall be in writing, be placed within the appropriate paragraphs of the collective bargaining agreement, and this writing shall constitute compliance with requirements of

Education Law Section 3012(c).

Notwithstanding the above, the parties agree that as to the appeals procedure referred to in Education Law Section 3012(c), the following constitute compliance with the statute:

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

b. Within fifteen (15) calendar days of the receipt of an annual evaluation providing a rating as set forth in Subparagraph (a) above, a teacher may appeal the annual evaluation to the Superintendent of Schools. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

1. the substance of the annual professional performance review;

2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;

3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and

4. the school district's issuance and/or implementation of the terms of the teacher's improvement plan.

c. Any issue not raised in the written appeal shall be deemed waived.

d. Within fifteen calendar days of receipt of the appeal, the Superintendent of Schools shall render a written determination with respect thereto.

e. The determination of the Superintendent of Schools as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. Procedural issues that will be set forth in this Article shall be subject to the grievance machinery of the contract.

f. The time frames referred to herein may be extended by mutual agreement of the parties. All sessions will be conducted in a timely manner as per Education law 3012-c.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The principals, and all other building and district administrators, will serve as the lead evaluators for the teachers in the Long Beach School District. The district has selected, in collaboration with the Long Beach Classroom Teachers' Association, the Danielson 2007 Framework for Teaching Rubric.

All lead evaluators will continue to participate in ongoing training that is offered by BOCES and the district. These sessions have targeted the key elements that are required for the certification as a lead evaluator. The district provides professional development to principals at administrative meetings, as well as through in-school training sessions for all evaluators. During the 2011-2012 school year, 5 full days of training on various components of lead evaluator training was offered to the administrative staff.

The district has dedicated much of its time with administrative staff to enhance their working knowledge of the New York State Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models. The district has begun to offer training in the area of evidence based observations.

The district will continue to require lead evaluators to attend district sponsored training which will target the following elements that are required for certification as a lead evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based observations that are aligned to the Danielson 2007 rubric; artifacts of teacher practices such as lesson plans; use of the NWEA and SRI assessments; use of the state wide instructional reporting system; the generation of scores for each subcomponent of the composite effectiveness score; and the evaluation of teachers of English Language Learners and Students with Disabilities.

The Assistant Superintendent for Curriculum and Instruction, coordinates all training.

In order to enhance and ensure inter-rater reliability, the district is conducting professional development for all principals and district administrators through which the Danielson 2007 rubric is analyzed and applied to teaching scenarios. Each principal and administrator watches a video showing a classroom lesson and gathers evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compare the evidence each gathered and their evaluation using the rubric.

The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently. As part of their ongoing training, administrators will conduct classroom visits with an outside trained evaluator using the Danielson 2007 Rubric during the 2012-2013 school year and will compare the evidence that was collected from each visitation and the alignment to the rubric. This data will be used to determine inter-rater reliability and to provide evidence to the assistant superintendent and the superintendent that the principal has met the qualifications for lead evaluator.

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

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

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 15, 2012

Updated Thursday, September 13, 2012

Page 1

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

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

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

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
(No response)
(No response)
(No response)
(No response)

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 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 for 2012-13	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 assessment 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. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

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 school or program type this SLO applies to. Then, using the drop-down boxes below, please select the 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. 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.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		

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.

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.	N/A as all Principals have at least 30% of the students in the school or program take the applicable State or Regents assessments.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A as all Principals have at least 30% of the students in the school or program take the applicable State or Regents assessments.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A as all Principals have at least 30% of the students in the school or program take the applicable State or Regents assessments.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A as all Principals have at least 30% of the students in the school or program take the applicable State or Regents assessments.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A as all Principals have at least 30% of the students in the school or program take the applicable State or Regents assessments.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, 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 those used in State Growth measures, which include: prior student achievement results, 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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, May 15, 2012

Updated Wednesday, January 02, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Measure of Academic Progress (Primary Grades, ELA, Math)
6-8	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
9-12	(f) % of students with advanced Regents or honors	advanced Regents diploma graduation rate

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>There are four K-5 schools, 1 Middle School, and 1 High School in the Long Beach School District. All of the schools in the district will have greater than 30% of its students taking an applicable State or Regents exam. The same assessment will be used in all classrooms at each respective level.</p> <p>For the measures selected, baseline data that reflects current student performance levels will be collected. This data will be compared to end of year assessments that reflect growth. Growth targets will be established by the superintendent after consultation between the principal and the superintendent. HEIDI points will be determined based on the percentage of students meeting the growth targets according to the attached conversion table. The conversion table attached details how total points will be assigned. The percentage of students meeting the growth</p>
--	--

	target will be converted to a scale score of 0 to 15. Principals can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated highly effective if 94% or greater of his/her students meet the growth target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated effective if 56% to 93% of his/her students meet the growth target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated developing if 21% to 55% of his/her students meet the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated ineffective if 0% to 20 % of his/her students meet the growth target.

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/5366/129838-qBFVOWF7fC/2325304--Conversion Table for Local Achievement Principals 15 Points.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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
- (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

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.	N/A as all of the schools in the district will have greater than 30% of its students taking an applicable State or Regents exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A as all of the schools in the district will have greater than 30% of its students taking an applicable State or Regents exam.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A as all of the schools in the district will have greater than 30% of its students taking an applicable State or Regents exam.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A as all of the schools in the district will have greater than 30% of its students taking an applicable State or Regents exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A as all of the schools in the district will have greater than 30% of its students taking an applicable State or Regents exam.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check

8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 15, 2012

Updated Wednesday, January 02, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points 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 points 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
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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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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 posted, this form will be updated with dropdown menus 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)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the Marshall Rubric. All domains will be utilized. Each year, the Assistant Superintendent for Curriculum and Instruction and the Superintendent of Schools will determine which artifacts are appropriate evidence to supplement the onsite observations of the principal. Each rating will be equated to numerical values using a four point scale - highly effective (4), effective (3), developing (2), ineffective (1). The total points from the elements contained therein will be averaged. The score will be converted to a overall point value. A principal's overall performance can be rated at any score from 0 to 60. Standard arithmetic rounding rules will be applied.

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

assets/survey-uploads/5143/129850-pMADJ4gk6R/LB Conversioin chart for Other Measures Teachers and Principals.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.	A highly effective rating is achieved by demonstrating exemplary performance in the elements of the Marshall rubric. The overall composite score for a rating of highly effective will range from 59-60.
Effective: Overall performance and results meet standards.	An effective rating is achieved by demonstrating strong performance in the elements of the Marshall rubric. The overall composite score for a rating of highly effective will range from 57-58.
Developing: Overall performance and results need improvement in order to meet standards.	A rating of developing is achieved by demonstrating a need for improvement in the elements of the Marshall rubric. The overall composite score for a rating of highly effective will range from 50-56.
Ineffective: Overall performance and results do not meet standards.	An ineffective rating is achieved by poor performance in the elements of the Marshall rubric. The overall composite score for a rating of highly effective will range from 0-49.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, May 15, 2012

Updated Thursday, September 13, 2012

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.

For the 2013-2014 school year and beyond, 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 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 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

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

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

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 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, May 15, 2012

Updated Friday, October 12, 2012

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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

<assets/survey-uploads/5276/129854-Df0w3Xx5v6/PIP.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:

APPR APPEAL PROCESS

LONG BEACH ADMINISTRATORS

1. Within fifteen (15) business days, occurring during the school year including summer recess, of the receipt of a principal's annual evaluation, the tenured principal may request, in writing, an appeal by the Superintendent of Schools. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the

appeal shall be deemed abandoned. This review will be considered the request for an appeal.

2. The request for appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. The performance review and/or improvement plan being challenged must be submitted with the appeal. Failure to articulate a particular basis for appealing the aforesaid appeal request shall be deemed a waiver of that claim. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.

3. Within ten (10) business days, occurring during the school year including summer recess, of receipt of the appeal, the Superintendent of Schools shall render a determination, in writing, respecting the appeal. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable or reviewable in any other forum.

4. An overall performance rating of "ineffective" or "developing" on the annual evaluation are the only ratings subject to appeal. Principals who receive a rating of "highly effective" or "effective" shall not be permitted to appeal his or her rating.

5. Non-tenured principals shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of an improvement plan.

6. Second consecutive appeal: Should a tenured principal file a consecutive appeal to an annual evaluation in the subsequent year, he/she will follow the same procedure as listed above. Within five (5) business days of the district's response, a mutually agreed upon independent three person panel shall be chosen to hear the appeal.

The parties agree that:

a. The panel shall hear appeals in a timely manner after the appeal is received.

b. The hearing shall be conducted in no more than one business day.

c. Any costs incurred to provide the hearing shall be split between the school district and the Association.

A written recommendation on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing.

The recommendation shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. A copy of the recommendation shall be provided to the superintendent. The superintendent shall act upon the recommendation within five (5) business days of receipt of the panel recommendation. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable or reviewable in any forum. The principal shall receive a copy of the determination of the Superintendent.

An evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The direct supervisor for the six principals in the Long Beach district is the Superintendent of Schools, who will be the lead evaluator for the principals' APPR.

During the 2011-2012 school year, the superintendent attended 3 full day workshops offered by Nassau BOCES on principal

evaluations. The Superintendent also participated in 3 full day trainings with Kim Marshall, whose rubric is being utilized for the Principals' APPR. In addition, the Superintendent participated in 2 days of training offered by the NYSCOSS on the ISLLC standards. The Superintendent will continue to attend on-going training offered by Nassau BOCES. The superintendent will also ensure that he is able to maintain inter-rater reliability.

The evidence of all the training will be presented to the Board of Education who will certify that the superintendent is highly qualified to be the lead evaluator for the principals' APPR. The Board will re-certify both lead evaluators each school year after reviewing the ongoing training they have received.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, May 21, 2012

Updated Wednesday, January 02, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

assets/survey-uploads/5581/131587-3Uqgn5g9Iu/signature_jan2.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.

Conversion Table for Student Growth and Local Achievement Measures

	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%
Highly Effective	17	91.43%	91.43% to 94.28%
	18	94.29%	94.29% to 97.13%
	19	97.14%	97.14% to 97.54%
	20	97.55%	97.55% to 100.00%

For the assessments selected, students will be administered approved baseline assessments to identify current student performance levels. It will then be administered end of year assessments that will reflect growth towards mastery. The conversion table attached details how total points will be assigned. The percentage of students in the achievement target will be converted to a score of 0 to 20. Teachers can achieve all scale from 0 to 20.

HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established the SLO "Target."

Each HEDI point in the "Effective" and "Highly Effective" bands, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score. (Exception: upper range for a score of 19 is defined as the distance between a score at HEDI 19 and 100%)

Each HEDI point in the "Ineffective" and "Developing" bands represents one ninth difference between the lowest "Effective" (HEDI score of nine (9) and zero (0)).

This table cannot be used if the "Percent Mastery Achieved" (SLO Target) is less than 40%. It loses effectiveness below 60%.

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DI 19 and

' and
: ninth of the
ective" score

**percent
less than
50%.**

HEDI Criteria 15 Point Scale

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0%	0% to 6%
	1	7%	7% to 13%
	2	14%	14% to 20%
Developing	3	21%	21% to 27%
	4	28%	28% to 34%
	5	35%	35% to 41%
	6	42%	42% to 48%
	7	49%	49% to 55%
Effective	8	56%	56% to 62%
	9	63%	63% to 68%
	10	69%	69% to 74%
	11	75%	75% to 80%
	12	81%	81% to 87%
	13	88%	88% to 93%
Highly Effective	14	94%	94% to 96%
	15	100%	97% to 100%

This template translates a HEDI score.

For the assessments self administered baseline as current student perform administered end of year growth towards mastery details how total points of students meeting the converted to a scale score all scale points from 0 to

HEDI scores in the “High ranges are defined by the Anchor Point selected at Point 11, there are four steps in the the “Highly I represent 1/4 of the difference and 100%.

HEDI scores in the “Developing are defined by the eight Each step is diminished HEDI level 9.

For a given Anchor Point in useful translation ten Point and target combination



...es a percent mastery achieved into

ected, students will be assessments that will identify performance levels. Students will then be ear assessments that will reflect ery. The conversion table attached ts will be assigned. The percentage re achievement target will be core of 0 to 15. Teachers can achieve to 15.

ghly Effective” and “Effective” the number of steps between the and 100%. For example, at Anchor r equal steps to 100%. Thus, all y Effective” and “Effective” ranges ifference between the Anchor Point

veloping” and “Ineffective” ranges ht scores (0 to 7) in these ranges. d by 1/8th of the score cited for

...int, only certain targets will result emplates. Always check the Anchor ination before using this template.

Conversion Table for Student Growth and Local Achievement Measures

	HEDI Points	SLO Target	HEDI scores and Percent of Students Meeting Growth Targets
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%
Highly Effective	17	91.43%	91.43% to 94.28%
	18	94.29%	94.29% to 97.13%
	19	97.14%	97.14% to 97.54%
	20	97.55%	97.55% to 100.00%

Conversion Table for Other Measures of Teacher Effectiveness (Teachers and Principals)

Total Average rubric score	Percentage of Points Obtained	Total Points	Rating
1	0	0	Ineffective
1.1	5%	3	
1.2	10%	6	
1.3	15%	9	
1.4	20%	12	
1.5	30%	18	
1.6	40%	24	
1.7	50%	30	
1.8	65%	39	
1.9	75%	45	
2	82%	49	Developing
2.1	84%	50	
2.2	86%	52	
2.3	88%	53	
2.4	90%	54	
2.5	90%	54	
2.6	90%	54	Effective
2.7	95%	57	
2.8	97%	58	
2.9	97%	58	
3	97%	58	
3.1	97%	58	Highly Effective
3.2	97%	58	
3.3	98%	59	
3.4	98%	59	
3.5	98%	59	
3.6	98%	59	
3.7	98%	59	
3.8	98%	59	
3.9	100%	60	
4	100%	60	

HEDI Translation Template for SLO Scores Counting as 20% of Comp

Enter HEDI Anchor Point (range 9-17) and anticipated SLO Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entr

HEDI Anchor Point - 9 to 17

SLO Target Percent - as %

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED

	HEDI Points	Percent of students meeting or exceeding growth targets
Ineffective	0	0% to 5%
	1	6% to 11%
	2	12% to 18%
Developing	3	19% to 24%
	4	25% to 30%
	5	31% to 36%
	6	37% to 43%
	7	44% to 49%
	8	50% to 55%
Effective	9	56% to 59%
	10	60% to 63%
	11	64% to 67%
	12	68% to 71%
	13	72% to 75%
	14	76% to 79%
	15	80% to 83%
	16	84% to 87%
	17	88% to 91%
Highly Effective	18	92% to 95%
	19	96% to 98%
	20	99% to 100%

HEDI Calculator

SLO 1

SLO 2

SLO 3

SLO 4

SLO 5

SLO 6

Total

Calculated v

HEDI Calculator

Number of students	SLO Target or Percent Mastery Selected	HEDI score	HEDI Points Awarded
30	90%	14	5.7
21	65%	14	4.0
23	80%	12	3.7
			0.0
			0.0
			0.0
74			13.4

values are printed in red.

Conversion Table for Other Measures of Teacher Effectiveness (Teachers and Principals)

Total Average rubric score	Percentage of Points Obtained	Total Points	Rating
1	0	0	Ineffective
1.1	5%	3	
1.2	10%	6	
1.3	15%	9	
1.4	20%	12	
1.5	30%	18	
1.6	40%	24	
1.7	50%	30	
1.8	65%	39	
1.9	75%	45	
2	82%	49.2	
2.1	84%	50.4	
2.2	86%	51.6	
2.3	88%	52.8	
2.4	90%	54	
2.5	90%	54	
2.6	90%	54	
2.7	95%	57	Effective
2.8	97%	58.2	
2.9	97%	58.2	
3	97%	58.2	
3.1	97%	58.2	
3.2	97%	58.2	Highly Effective
3.3	98%	58.8	
3.4	98%	58.8	
3.5	98%	58.8	
3.6	98%	58.8	
3.7	98%	58.8	
3.8	98%	58.8	
3.9	100%	60	
4	100%	60	

Teacher Improvement Plan

The Teacher Improvement Plan (TIP) is designed to provide support for teachers whose performance has been identified in conformity with the observation and evaluation procedures of this Article as developing or ineffective.

The sole and exclusive purpose of a TIP is the improvement of teaching practice. In compliance with this Article, the teacher will be required to participate in a Teacher Improvement Plan.

The Principal and/or his/her designee, in collaboration with the teacher, will develop a written prescriptive supervision plan. This plan will include the following:

- Identify specific areas that are considered to be developing or ineffective based upon the rubric.
- Action Plan to include required activities and professional development opportunities to assist in achieving these goals.
- Means of assessing progress toward these goals. This includes the number of additional observations required, as well as when a midpoint review will take place. Observations will be completed by at least one additional administrator other than the administrator who developed the TIP.
- Timeline for completion of identified action plan.

The district will notify the LBCTA president that a teacher will be placed on a TIP. Prior to implementation of such a plan, the appropriate administrator will meet with the teacher to insure that the plan's objectives, and the methods by which these objectives will be realized, are clear to all concerned parties. The administrator will offer the teacher the opportunity to have union representation present for the meeting.

After the TIP is in place the teacher and administrator shall meet according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP.

At the end of the TIP, if the TIP goals are reached the TIP will terminate. The culmination of the TIP will be communicated in writing to the teacher. Successful attainment of TIP goals should result in an end-of-year evaluation rating of "effective" or "highly effective". If the teacher is rated as "developing", a new plan will be developed according to the procedures outlined in this section. If the teacher is rated as "ineffective" the decision on how to proceed will be the choice of the administration.

TEACHER IMPROVEMENT PLAN
(To be completed jointly by teacher and administrator)

Name _____ School _____

School year plan is based on _____ Assignment Grade/Subject _____

Ensuing School Year _____ Grade/Subject _____

Date of related APPR _____ Date of TIP Conference _____

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

In order to make the required improvement I, _____, agree to do the following:

- 1.
- 2.
- 3.

In order to support the teacher I, _____, agree to do the following:

- 1.
- 2.
- 3.

Scheduled Mid-year date: _____ Scheduled End year date: _____

Teacher's signature _____ Date: _____

Administrator's Name _____ Title: _____

Administrator's signature _____ Date: _____

TEACHER IMPROVEMENT PLAN EVALUATION

(To be attached to TIP)

Name _____ School _____

School year plan is based on _____ School Year Evaluation is based on _____

Date of TIP Midyear Conference _____ Date of TIP Evaluation Conference _____

* The Mid-year conference and evaluation will be held during the month of January.

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (detail steps to be taken)	SATISFACTORY PROGRESS		ACTION STEPS COMPLETED	
		YES	NO	YES	NO
TIP SATISFIED?	YES____ No____ (If no recommendations must be specified in the administrator's comments below)				

Teacher's Comments:

Administrator Comments:

Teacher's signature _____ Date: _____

Administrator's signature _____ Date: _____

SECTION V: IMPROVEMENT PLAN

Long Beach City School District

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first during the month of October and the second during the month of January. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____

Academic Year ____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

October:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 1/2/13



Teachers Union President Signature: Date:

 1/2/13

Administrative Union President Signature: Date: 1/2/13



Board of Education President Signature: Date: 1-2-13

