



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

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

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

October 6, 2014

Revised

Michael R. Loneragan, Superintendent
Longwood Central School District
35 Yaphank Middle Island Road
Middle Island, NY 11953

Dear Superintendent Loneragan:

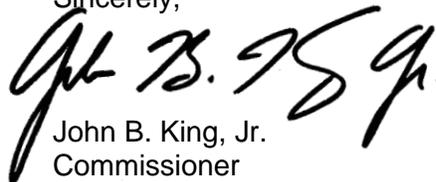
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580212060000

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

580212060000

1.2) School District Name: LONGWOOD CSD

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

LONGWOOD CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, October 01, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	School wide growth score based on NYS grade 4 ELA and MATH grade 4 assessments
1	School-or BOCES-wide, group or team results based on State assessments	School wide growth score based on NYS grade 4 ELA and MATH grade 4 assessments
2	School-or BOCES-wide, group or team results based on State assessments	School wide growth score based on NYS grade 4 ELA and MATH grade 4 assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	K - 2 teachers will utilize the building State - Provided Growth Score as the growth measure. The grade 3 teachers in collaboration with the principal will establish individual student growth targets using the previous year's data as a baseline. Based on the overall percentage of students who meet or exceed their individual growth target, a 0-20 HEDI score will be determined using the applicable 20 point conversion chart in 2.11.
---	---

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached chart in 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Schoolwide growth score based on NYS Grade 4 ELA and MATH Assessments
1	School-or BOCES-wide, group or team results based on State assessments	Schoolwide growth score based on NYS Grade 4 ELA and MATH Assessments
2	School-or BOCES-wide, group or team results based on State assessments	Schoolwide growth score based on NYS Grade 4 ELA and MATH Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	K - 2 teachers will utilize the building State - Provided Growth Score as the growth measure. The grade 3 teachers in collaboration with the principal will establish individual student growth targets using the previous year's data as a baseline. Based on the overall percentage of students who meet or exceed their individual growth target, a 0-20 HEDI score will be determined using the applicable 20 point conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached chart in 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	This grade is common branch
7	District, regional or BOCES-developed assessment	Longwood CSD - developed 7 Grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the principal will establish individual student growth targets using the preassessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a 0-20 HEDI score will be determined using the applicable 20 point conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See the appropriate uploaded conversion chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See the appropriate uploaded conversion chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See the appropriate uploaded conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See the appropriate uploaded conversion chart in 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	This grade is common branch
7	District, regional or BOCES-developed assessment	LICSS Regionally Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	LICSS Regionally 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 measuring student growth on the

assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the principal will establish individual student growth targets using the preassessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a 0-20 HEDI score will be determined using the applicable 20 point conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Longwood CSD - developed Global Studies 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the principal will establish individual student growth targets using the preassessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a 0-20 HEDI score will be determined using the applicable 20 point conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11

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

See the appropriate uploaded conversion chart in 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the principal will establish individual student growth targets using the preassessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a 0-20 HEDI score will be determined using the applicable 20 point conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the principal will establish individual student growth targets using the preassessment baseline data. When available, the district will administer both the NYS Integrated Algebra and Common Core Algebra Regents Assessments to students in Common Core courses. The higher of the two scores will prevail if the student takes both tests. When available, the district will administer both the NYS Geometry and Common Core Geometry Regents Assessments to students in Common Core Geometry courses. The higher of the two scores will prevail if the student takes both tests. Based on the overall percentage of students who meet or exceed their individual growth target, a 0-20 HEDI score will be determined using the applicable 20 point conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Longwood CSD - developed Grade 9 English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Longwood CSD - developed Grade 10 English Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment and the NYS Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the principal will establish individual student growth targets using the preassessment baseline data. The NYS Comprehensive English Regents assessment will be administered so long as it is permitted by SED, after which time only the NYS Common Core English Regents will be administered. Based on the overall percentage of students who meet or exceed their individual growth target, a 0-20 HEDI score will be determined using the applicable 20 point conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
All other secondary math courses	District, Regional or BOCES-developed	Longwood CSD developed grade specific math assessment
All other secondary ELA courses	District, Regional or BOCES-developed	Longwood CSD developed grade specific ELA assessment
All other secondary science courses	District, Regional or BOCES-developed	Longwood CSD developed grade specific science assessment
All other secondary social studies courses	District, Regional or BOCES-developed	Longwood CSD developed grade specific social studies assessment
All technology courses	District, Regional or BOCES-developed	Longwood CSD developed course specific technology assessments
All business courses	District, Regional or BOCES-developed	Longwood CSD developed course specific business assessment
Secondary art courses	District, Regional or BOCES-developed	Longwood CSD developed course specific art assessment
Secondary music courses	District, Regional or BOCES-developed	Longwood CSD developed course specific music assessment
All other LOTE courses	District, Regional or BOCES-developed	Longwood CSD developed course specific LOTE assessment
ESL	State Assessment	NYSESLAT
FCS courses	District, Regional or BOCES-developed	Longwood CSD developed course specific FCS assessment

Secondary Physical Education	District, Regional or BOCES-developed	Longwood CSD developed course specific physical education assessment
K - 4 Library	School/BOCES-wide/group/team results based on State	Schoolwide growth score based on NYS grade 4 ELA and MATH Assessments
All other courses not listed above	District, Regional or BOCES-developed	Longwood CSD developed course specific assessment
Health	District, Regional or BOCES-developed	Longwood CSD developed course specific health assessment
K - 4 AIS	School/BOCES-wide/group/team results based on State	Schoolwide growth score based on NYS grade 4 ELA and MATH Assessments
K - 4 Physical Education, Art and Music	School/BOCES-wide/group/team results based on State	Schoolwide growth score based on NYS grade 4 ELA and MATH Assessment
5 - 6 Physical Education, Art and Music	School/BOCES-wide/group/team results based on State	Schoolwide growth score based on NYS grades 5 - 6 ELA and MATH Assessments
5 - 6 AIS	School/BOCES-wide/group/team results based on State	Schoolwide growth score based on NYS grades 5 - 6 ELA and MATH Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In courses where teachers are not utilizing NYS - provided school-wide growth score the teacher in collaboration with the principal will establish individual student growth targets using the preassessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a 0-20 HEDI score will be determined using the applicable 20 point conversion chart in 2.11. K - 4 Library, K - 6 AIS, and K-6 PE, art and music will be utilizing the applicable NYS - provided growth score for the building as the growth measure.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the appropriate uploaded conversion chart in 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

2.12) Locally Developed Controls

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

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

Future academic success is impacted by prior academic history and other student demographic factors (i.e., status as a student with a disability, English language learner, student in poverty, student prior academic history). The teacher and principal will be looking at these four enumerated student demographic factors to set differentiated growth targets to level the playing field. Those factors will be considered in setting SLO performance targets.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, October 06, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 4 ELA and Math assessments
5	6(ii) School wide measure computed locally	NYS Grade 6 ELA and Math assessments
6	6(ii) School wide measure computed locally	NYS Grade 6 ELA and Math assessments
7	6(ii) School wide measure computed locally	NYS Grade 7 and 8 ELA assessment
8	6(ii) School wide measure computed locally	NYS Grade 7 and 8 ELA assessment

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

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

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.	HEDI points will be based on the schoolwide percentage of students who meet the proficiency benchmark of 3. The percentage of students who meet or exceed the proficiency benchmark of "3" on the appropriate New York State Assessment(s) will correspond to a 0-20 HEDI score for the teacher using the applicable uploaded conversion chart in 3.3. A 0 - 15 HEDI score will be determined once the Value Added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or	Teachers will be rated Highly Effective if the school wide percentage of students who meet the proficiency benchmark is

achievement for grade/subject.	between 72.8 and 100 percent, resulting in a HEDI score between 18 and 20. The appropriate conversion charts are uploaded in task 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Effective if the school wide percentage of students who meet the proficiency benchmark is between 21.4 and 72.7 percent, resulting in a HEDI score between 9 and 17. The appropriate conversion charts are uploaded in task 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Developing if the school wide percentage of students who meet the proficiency benchmark is between 6 and 21.3 percent, resulting in a HEDI score between 3 and 8. The appropriate conversion charts are uploaded in task 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Ineffective if the school wide percentage of students who meet the proficiency benchmark is between 0 and 5.9 percent, resulting in a HEDI score between 0 and 2. The appropriate conversion charts are uploaded in task 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 4 Math and ELA assessments
5	6(ii) School wide measure computed locally	NYS Grade 6 Math and ELA assessments
6	6(ii) School wide measure computed locally	NYS Grade 6 Math and ELA assessments
7	6(ii) School wide measure computed locally	NYS Grade 7 and 8 Math assessment
8	6(ii) School wide measure computed locally	NYS Grade 7 and 8 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	HEDI points will be based on the schoolwide percentage of students who meet the proficiency benchmark of 3. The percentage of students who meet or exceed the proficiency benchmark of "3" on the appropriate New York State Assessment(s) will correspond to a 0-20 HEDI score for the teacher using the applicable uploaded conversion chart in 3.3. A 0 - 15 HEDI score will be determined once the Value Added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Highly Effective if the school wide percentage of students who meet the proficiency benchmark is between 72.8 and 100 percent, resulting in a HEDI score between 18 and 20. The appropriate conversion charts are uploaded in task 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Effective if the school wide percentage of students who meet the proficiency benchmark is between 21.4 and 72.7 percent, resulting in a HEDI score between 9 and 17. The appropriate conversion charts are uploaded in task 3.3.

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

Teachers will be rated Developing if the school wide percentage of students who meet the proficiency benchmark is between 6 and 21.3 percent, resulting in a HEDI score between 3 and 8. The appropriate conversion charts are uploaded in task 3.3.

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

Teachers will be rated Ineffective if the school wide percentage of students who meet the proficiency benchmark is between 0 and 5.9 percent, resulting in a HEDI score between 0 and 2. The appropriate conversion charts are uploaded in task 3.3.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/828131-rhJdBgDruP/3 3 APPR charts 9-9-2014.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New York State ELA Grade 4 Assessment
1	6(ii) School-wide measure computed locally	New York State ELA Grade 4 Assessment
2	6(ii) School-wide measure computed locally	New York State ELA Grade 4 Assessment
3	6(ii) School-wide measure computed locally	New York State ELA Grade 4 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be based on the schoolwide percentage of students who meet the proficiency benchmark of 3. The percentage of students who meet or exceed the proficiency benchmark of "3" on the appropriate New York State ELA Assessment will correspond to a 0-20 HEDI score for the teacher using the applicable uploaded conversion chart in 3.3.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The appropriate conversion charts are uploaded in task 3.3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The appropriate conversion charts are uploaded in task 3.3.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The appropriate conversion charts are uploaded in task 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The appropriate conversion charts are uploaded in task 3.3.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New York State Assessment Grade 4 Math
1	6(ii) School-wide measure computed locally	New York State Assessment Grade 4 Math
2	6(ii) School-wide measure computed locally	New York State Assessment Grade 4 Math
3	6(ii) School-wide measure computed locally	New York State Assessment Grade 4 Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be based on the schoolwide percentage of students who meet the proficiency benchmark of 3. The percentage of students who meet or exceed the proficiency benchmark of "3" on the appropriate New York State Math Assessment will correspond to a 0-20 HEDI score for the teacher using the applicable uploaded conversion chart in 3.3.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The appropriate conversion charts are uploaded in task 3.3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The appropriate conversion charts are uploaded in task 3.3.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The appropriate conversion charts are uploaded in task 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The appropriate conversion charts are uploaded in task 3.3.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	This grade level is common branch.
7	5) District, regional, or BOCES–developed assessments	Longwood CSD-developed grade 7 science assessment
8	5) District, regional, or BOCES–developed assessments	Longwood CSD-developed grade 8 science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The percentage of students that meet or exceed a proficiency benchmark of 65 will correspond to a 0-20 HEDI score for the teacher using the uploaded conversion chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Highly Effective if the school wide percentage of students who meet the proficiency benchmark is between 85.7 and 100 percent, resulting in a HEDI score between 18 and 20. The appropriate conversion charts are uploaded in task 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Effective if the school wide percentage of students who meet the proficiency benchmark is between 21.4 and 85.6 percent, resulting in a HEDI score between 9 and 17. The appropriate conversion charts are uploaded in task 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Developing if the school wide percentage of students who meet the proficiency benchmark is between 7.1 and 21.3 percent, resulting in a HEDI score between 3 and 8. The appropriate conversion charts are uploaded in task 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Ineffective if the school wide percentage of students who meet the proficiency benchmark is between 0 and 7.0 percent, resulting in a HEDI score between 0 and 2. The appropriate conversion charts are uploaded in task 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	This grade level is common branch.
7	5) District, regional, or BOCES-developed assessments	Longwood CSD-developed grade 7 social studies assessment
8	5) District, regional, or BOCES-developed assessments	Long Island Council of Social Studies-Regionally developed grade 8 social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The percentage of students that meet or exceed a proficiency benchmark of 65 will correspond to a 0-20 HEDI score for the teacher using the uploaded conversion chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Highly Effective if the school wide percentage of students who meet the proficiency benchmark is between 85.7 and 100 percent, resulting in a HEDI score between 18 and 20. The appropriate conversion charts are uploaded in task 3.13.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Effective if the school wide percentage of students who meet the proficiency benchmark is between 21.4 and 85.6 percent, resulting in a HEDI score between 9 and 17. The appropriate conversion charts are uploaded in task 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Developing if the school wide percentage of students who meet the proficiency benchmark is between 7.1 and 21.3 percent, resulting in a HEDI score between 3 and 8. The appropriate conversion charts are uploaded in task 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Ineffective if the school wide percentage of students who meet the proficiency benchmark is between 0 and 7.0 percent, resulting in a HEDI score between 0 and 2. The appropriate conversion charts are uploaded in task 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and the NYS Common Core English Regents Assessment
Global 2	6(ii) School wide measure computed locally	NYS Global 2 Regents Assessment
American History	6(ii) School wide measure computed locally	NYS American History Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will administer the Comprehensive English Regents Assessment for as long as permissible and then will administer only the Common Core English Regents assessment. The percentage of students that meet or exceed a proficiency benchmark of 65 will correspond to a 0-20 HEDI score for the teacher using the uploaded conversion chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Highly Effective if the school wide percentage of students who meet the proficiency benchmark is between 85.7 and 100 percent, resulting in a HEDI score between 18 and 20. The appropriate conversion charts are uploaded in task 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Effective if the school wide percentage of students who meet the proficiency benchmark is between 21.4 and 85.6 percent, resulting in a HEDI score between 9 and 17. The appropriate conversion charts are uploaded in task 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Teachers will be rated Developing if the school wide percentage of students who meet the proficiency benchmark is between 7.1

grade/subject.

and 21.3 percent, resulting in a HEDI score between 3 and 8. The appropriate conversion charts are uploaded in task 3.13.

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

Teachers will be rated Ineffective if the school wide percentage of students who meet the proficiency benchmark is between 0 and 7.0 percent, resulting in a HEDI score between 0 and 2. The appropriate conversion charts are uploaded in task 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Assessment
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Assessment
Physics	6(ii) School wide measure computed locally	NYS Physics Regents Assessment

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

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

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

The percentage of students that meet or exceed a proficiency benchmark of 65 will correspond to a 0-20 HEDI score for the teacher using the uploaded conversion chart in 3.13.

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

Teachers will be rated Highly Effective if the school wide percentage of students who meet the proficiency benchmark is between 85.7 and 100 percent, resulting in a HEDI score between 18 and 20. The appropriate conversion charts are uploaded in task 3.13.

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

Teachers will be rated Effective if the school wide percentage of students who meet the proficiency benchmark is between 21.4 and 85.6 percent, resulting in a HEDI score between 9 and 17. The appropriate conversion charts are uploaded in task 3.13.

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

Teachers will be rated Developing if the school wide percentage of students who meet the proficiency benchmark is between 7.1 and 21.3 percent, resulting in a HEDI score between 3 and 8. The appropriate conversion charts are uploaded in task 3.13.

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

Teachers will be rated Ineffective if the school wide percentage of students who meet the proficiency benchmark is between 0 and 7.0 percent, resulting in a HEDI score between 0 and 2. The appropriate conversion charts are uploaded in task 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents Assessment and the NYS Common Core Algebra Regents Assessment. (Students in Common Core courses may take both NYS Algebra 1 Regents Assessments.)
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment and the NYS Common Core Geometry Regents Assessment. (Students in Common Core courses may take both NYS Geometry Regents Assessments when available.)
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra 2 Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will administer both the Integrated Algebra and the Common Core Algebra Regents Assessments to students in Common Core courses when available. The higher of the two scores will prevail if the students take both assessments. The district will administer both the Geometry (2005 standards) and the Common Core Geometry Regents Assessments to students in Common Core courses when available. The higher of the two scores will prevail if the student takes both assessments. The percentage of students that meet or exceed a proficiency benchmark of 65 will correspond to a 0-20 HEDI score for the teacher using the uploaded conversion chart in 3.13. The NYS Integrated Algebra Regents Assessment will be administered so long as permitted by SED, after which time only the Common Core Algebra Regents will be administered. The NYS Geometry Regents Assessment will be administered so long as permitted by SED, after which time only the Common Core Geometry Regents will be administered.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Highly Effective if the school wide percentage of students who meet the proficiency benchmark is between 85.7 and 100 percent, resulting in a HEDI score between 18 and 20. The appropriate conversion charts are uploaded in task 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Effective if the school wide percentage of students who meet the proficiency benchmark is between 21.4 and 85.6 percent, resulting in a HEDI score between 9 and 17. The appropriate conversion charts are uploaded in task 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated Developing if the school wide percentage of students who meet the proficiency benchmark is between 7.1 and 21.3 percent, resulting in a HEDI score between 3 and 8.

The appropriate conversion charts are uploaded in task 3.13.

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

Teachers will be rated Ineffective if the school wide percentage of students who meet the proficiency benchmark is between 0 and 7.0 percent, resulting in a HEDI score between 0 and 2. The appropriate conversion charts are uploaded in task 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and the NYS Common Core English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and the NYS Common Core English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and the NYS Common Core English Regents

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

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

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

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

The percentage of students that meet or exceed a proficiency benchmark of 65 will correspond to a 0-20 HEDI score for the teacher using the uploaded conversion chart in 3.13. The NYS Comprehensive English Regents assessment will be administered so long as it is permitted by SED, after which time only the NYS Common Core English Regents will be administered.

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

Teachers will be rated Highly Effective if the school wide percentage of students who meet the proficiency benchmark is between 85.7 and 100 percent, resulting in a HEDI score between 18 and 20. The appropriate conversion charts are uploaded in task 3.13.

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

Teachers will be rated Effective if the school wide percentage of students who meet the proficiency benchmark is between 21.4 and 85.6 percent, resulting in a HEDI score between 9 and 17. The appropriate conversion charts are uploaded in task 3.13.

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

Teachers will be rated Developing if the school wide percentage of students who meet the proficiency benchmark is between 7.1 and 21.3 percent, resulting in a HEDI score between 3 and 8. The appropriate conversion charts are uploaded in task 3.13.

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

Teachers will be rated Ineffective if the school wide percentage of students who meet the proficiency benchmark is between 0 and 7.0 percent, resulting in a HEDI score between 0 and 2. The appropriate conversion charts are uploaded in task 3.13.

3.12) All Other Courses

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

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other 9th - 12th grade courses not listed above	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Exam and the NYS Common Core English Regents
All other 7th grade courses not listed above	6(ii) School wide measure computed locally	Longwood CSD developed 7th grade science assessment
All other 8th grade courses not listed above	6(ii) School wide measure computed locally	Longwood CSD developed 8th grade science assesment
All other 5 - 6 grade courses not listed	6(ii) School wide measure computed locally	NYS grade 6 ELA and Math assessments
All other K - 4 grade courses not listed	6(ii) School wide measure computed locally	NYS grade 4 ELA and Math assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all other K-6 courses not listed above, see attachment in 3.3. The district will administer the Comprehensive English Regents Assessment for as long as permissible and then will administer only the Common Core English Regents assessment. For all other 7-12 courses, see attachment in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	For all other K-6 courses not listed above, see attachment in 3.3. For all other 7-12 courses, see attachment in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other K-6 courses not listed above, see attachment in 3.3. For all other 7-12 courses, see attachment in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other K-6 courses not listed above, see attachment in 3.3. For all other 7-12 courses, see attachment in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	For all other K-6 courses not listed above, see attachment in 3.3. For all other 7-12 courses, see attachment in 3.13.

grade/subject.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/828131-y92vNseFa4/3 13 APPR charts 9-9-2014.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

When teachers have more than one locally selected measure, the multiple measures will be combined proportionately based upon the number of students represented by each measure for a score from 0 to 15, or 0 to 20 points as applicable. An example is that in grades 5 and 6 all teachers will have a locally selected measure of both ELA and math. The resulting HEDI scores will be proportionately combined to provide a single HEDI score. An overall HEDI score will be rounded to whole numbers using standard rounding conventions.

3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, September 11, 2014

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.)

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	43
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	17

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be assigned a HEDI score from 0-60 based on observations and evaluations using the NYSUT Teacher Practice Rubric. In order to determine this score the teacher will receive a score of 1-4 for each element observed within the seven standards. The score observed for the elements within each standard will be averaged to determine an average standard score of 1-4. Submitted artifacts are scored according to the same rubric and are included in the appropriate element and standard score averages. The 17 points for artifacts are distributed across all seven standards. Standards six and seven are scored solely by artifacts; standards one through five have artifacts distributed across them according to teacher submission. Multiple ratings of the same element, collected over the course of multiple observations are added together and averaged after the final observation has taken place. These are then included in the scores for each standard. Once all the standards are scored they will be averaged together resulting in an overall rubric score of 1-4. The overall rubric score will then be converted to an overall HEDI score of 0-60 using the uploaded conversion chart in 4.5. All overall HEDI scores will be rounded to whole numbers using standard rounding conventions. Standards 1 -5 represent observations and artifacts and are 5/7 of the final score. Standards 6 and 7 represent solely artifacts and are 2/7 of the final score.

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

assets/survey-uploads/12179/828132-eka9yMJ855/4 5 APPR charts 9-9-2014.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Using the NYSUT Teacher Practice Rubric, the teacher earns a rating of 3.400 - 4.000. See attached table.
Effective: Overall performance and results meet NYS Teaching Standards.	Using the NYSUT Teacher Practice Rubric, the teacher earns a rating of 2.500 - 3.399. See attached table.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Using the NYSUT Teacher Practice Rubric, the teacher earns a rating of 1.500 - 2.499. See attached table.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Using the NYSUT Teacher Practice Rubric, the teacher earns a rating of 1.000 - 1.499. See attached table.

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

Formal/Long	3
Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, June 03, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/140764-Df0w3Xx5v6/TIP2.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

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

1. A teacher who receives a final evaluation of Ineffective or Developing shall have the right to appeal his/her evaluation pursuant to Education Law section 3012-c. An appeal may not be decided by the same individual who was responsible for making the final rating decision.

2. All appeals must be submitted in writing to the Superintendent no later than 10 school days of receipt of the annual performance evaluation and/or the issuance of the Teacher Improvement Plan, or within ten days of the district's failure to implement the terms of the Teacher Improvement Plan. Such appeals shall include a detailed written description of specific areas of disagreement and include documentation.

3. In response to an appeal of a Developing rating, the Superintendent shall provide a detailed written decision on the merits of the appeal within 10 school days of receipt of the appeal. The decision shall include the factual basis for each determination on the specific issues raised in the appeal, and shall be final.

4. Upon receipt of an appeal of an Ineffective rating, the Superintendent will convene a committee comprised of two MITA members (not from the school of the appellant) and two administrators (one district level and one building level, not from the building of the appellant) within 10 school days. MITA will maintain a list of teachers eligible to serve on the committee. The appeal shall be heard no later than 15 school days from the receipt of the evaluation. The committee will consider all artifacts submitted by the appellant and the evaluator which are relevant to the reasons for the appeal. The Superintendent and MITA President will be consulted in unison in the event any clarification is needed. A written determination will be rendered by the panel within 15 school days from the conclusion of the hearing. If the committee is deadlocked, the Superintendent will make the final decision within 5 school days from the receipt of the committee's deadlocked decision. Members of the committee will remain anonymous and all information shall remain confidential. In no such case will the final appeals decision not be rendered in a timely and expeditious manner.

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

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

All evaluators shall be trained through the Network Team training provided by Eastern Suffolk BOCES. The district will annually provide training to re-certify evaluators. This training will last in duration for one full school day and will be provided by BOCES network team trainers. The district will assure that new evaluators receive the full required initial training prior to conducting any teacher evaluations. Such training will include inter-rater reliability. The Network Team at Eastern Suffolk BOCES will provide training in the nine topics in section 30-2.9 of the Commissioner's regulations. Upon the completion of this training the evaluators will be certified by the Superintendent and Board of Education.

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	Checked
---	---------

linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

6.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. Checked

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

Created Tuesday, April 30, 2013

Updated Wednesday, October 01, 2014

Page 1

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

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

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

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

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

5-6
7-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS Grades 3-4 ELA and Math assessments
5-6	State assessment	NYS Grades 5-6 ELA and Math assessments
7-8	State assessment	NYS Grades 7-8 ELA and Math assessments
9-12	State assessment	NYS English and Algebra Regents assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

The State will be providing a growth score for grade 4 in ELA and Math. The State-provided growth score will be combined and proportionately averaged with the growth score from the grade 3 ELA and Math, which will be using the uploaded

conversion chart below. Growth targets will be only be set for grade 3, as the SLO for grade 4 State Assessments will utilize the State - Provided Growth Score. The grade 3 growth targets in ELA and Math will be established collaboratively by the Principal and Superintendent using pre assessment base line data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the applicable 20 pt. conversion chart below. The HEDI results for grade 4 ELA and Math state scores will be averaged proportionately with 3rd grade ELA and Math scores based on the number of students for each score.

If the State provides growth scores for all other principal(s) (i.e., not K-4), and such scores represent less than 30% of the students supervised by that principal, the District will set SLOs (as described above) for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State or Regents assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s).

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	K -4 Principals will be rated Highly Effective if the resulting combined measure is 90.00% - 100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K -4 Principals will be rated Effective if the resulting combined measure is 45.00%. - 89.99%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K -4 Principals will be rated Developing if the resulting combined measure is 15.00% - 44.99%.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	K -4 Principals will be rated Ineffective if the resulting combined measure is 0.00% - 14.99%.

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

<assets/survey-uploads/12156/828135-lha0DogRNw/7.3 APPR charts 10-1-2014.pdf>

7.4) Special Considerations for Comparable Growth Measures

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

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

Future academic success is impacted by prior academic history and other student demographic factors (i.e., status as a student with a disability, English language learner, student in poverty, student prior academic history). The principal and superintendent will be looking at these four enumerated student demographic factors to set differentiated growth targets to level the playing field. Those factors will be considered in setting growth targets.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, September 11, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5 - 6	(a) achievement on State assessments	NYS Grade 6 ELA and Mathematics Assessment
7 - 8	(d) measures used by district for teacher evaluation	NYS Grade 8 Science Assessment
9 - 12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	High School five year 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.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The principal and the superintendent will establish a proficiency target for each building. For the 5-6 and the 7-8 buildings the proficiency target will be a 3 or higher on the combined NYS grade 6 ELA and NYS grade 6 math assessments, and NYS grade 8 science assessment. Based on the overall percentage of students who meet or exceed the proficiency benchmark, a 0-20 point HEDI score will be determined. The 20 pt conversion chart will be used until value added is implemented and then a 15 pt. scale will be used. For the high school principal, a 5 year cohort graduation rate for the current graduating cohort that started 5 years ago will correspond to a 0-20 HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the appropriate uploaded conversion chart below.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See the appropriate uploaded conversion chart below.

grade/subject.

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

See the appropriate uploaded conversion chart below.

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

See the appropriate uploaded conversion chart below.

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/12190/828136-qBFVOWF7fC/8 1 APPR charts 9-9-2014.pdf

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 4	(a) achievement on State assessments	NYS Grade 4 ELA and Mathematics 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.	The principal and the superintendent will establish a proficiency target for each building. The proficiency target will be a 3 or higher on both the New York State grade 4 ELA and Math Assessments. The combined percentage of students who meet or exceed the proficiency benchmark will determine a 0-20 point HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the appropriate uploaded conversion chart below
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the appropriate uploaded conversion chart below.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the appropriate uploaded conversion chart below.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the appropriate uploaded conversion chart below.

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

(No response)

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

assets/survey-uploads/12190/828136-T8MIGWUVm1/8 2 APPR charts 9-9-2014.pdf

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, September 11, 2014

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.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
---	---

Second rubric (if applicable)	(No response)
-------------------------------	---------------

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will be assigned a HEDI score from 0 to 60 which will be based on multiple school visits and evidence collected to support each of the domains identified in the MPPR. The evaluator will assign a rating from 1 to 4 in each domain function as observed. They will be done by supervisors who are trained as principal evaluators. After multiple site visits, the ratings for each domain will be added together and averaged. This will establish a single domain score for each domain. These domain scores will be added together and divided by 6 (the number of domains in the MPPR) The resulting average score will be converted to the HEDI rating. The overall final calculated score will be rounded to a whole number using standard rounding conventions. See uploaded conversion chart attached below.

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

assets/survey-uploads/12205/828137-pMADJ4gk6R/9 7 APPR charts 9-9-2014.pdf

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

Highly Effective: Overall performance and results exceed standards.	See the uploaded conversion chart above. A Principal will be rated Highly Effective scoring between 59 - 60 (3.400 - 4.000).
Effective: Overall performance and results meet standards.	See the uploaded conversion chart above. A Principal will be rated Effective scoring between 57 - 58 (2.500 - 3.399).
Developing: Overall performance and results need improvement in order to meet standards.	See the uploaded conversion chart above. A Principal will be rated Developing scoring between 50 - 56 (1.500 - 2.499).
Ineffective: Overall performance and results do not meet standards.	See the uploaded conversion chart above. A Principal will be rated Ineffective scoring between 0 - 49 (1.000 - 1.499).

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, June 03, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, June 03, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

<assets/survey-uploads/12168/828139-Df0w3Xx5v6/Principal Improvement Plan.pdf>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. A Principal who receives an evaluation HEDI rating of Ineffective or Developing may appeal his/her evaluation based on the substance of the APPR. All appeals must be submitted in writing to the Superintendent no later than 10 school days of receipt of the annual performance evaluation or Principal Improvement Plan. Such appeals shall include a detailed written description of specific areas of disagreement and include documentation.

2. The Superintendent shall provide a detailed written decision on the merits of the appeal within 10 school days of receipt of the appeal. The decision shall include the factual basis for each determination on the specific issues raised in the appeal.

3. A principal who receives two consecutive composite score ratings of Ineffective will be afforded the opportunity to appeal the second ineffective evaluation to a hearing panel. The appeal must be received in writing by the Superintendent within 10 school days of the receipt of the second Ineffective evaluation. This will not limit the opportunity of a principal to appeal a first ineffective rating, rather it expands the opportunity to appeal further upon the receipt of the second ineffective rating. The appeal to a panel shall be heard no later than 30 school days from the receipt of the evaluation, with a written determination rendered by the panel within 30 school days from the conclusion of the hearing.

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

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

All evaluators shall be trained through the Network Team training provided by Eastern Suffolk BOCES. The district will annually provide training to re-certify evaluators. This training will last in duration for one full school day and will be provided by BOCES network team trainers. The district will assure that new evaluators receive the full required initial training prior to conducting any principal evaluations. Such training will include inter-rater reliability. The Network Team at Eastern Suffolk BOCES will provide training in the nine topics in section 30-2.9 of the Commissioner's regulations. Upon the completion of this training the evaluators will be certified by the Superintendent and Board of Education.

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 Wednesday, October 01, 2014

Updated Monday, October 06, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/1638535-3Uqgn5g9Iu/1006APPRjointc.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.

GRADE 3 ELA/MATH

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

GLOBAL 9

Effective Rating	HEDI pts	Target Range		
Highly Effective	20	100.0%	to	97.3%
	19	97.2%	to	95.5%
	18	95.4%	to	93.8%
Effective	17	93.7%	to	90.6%
	16	90.5%	to	87.5%
	15	87.4%	to	84.4%
	14	84.3%	to	81.3%
	13	81.2%	to	78.1%
	12	78.0%	to	75.0%
	11	74.9%	to	71.9%
	10	71.8%	to	68.8%
	9	68.7%	to	65.6%
	Developing	8	65.5%	to
7		58.2%	to	51.0%
6		50.9%	to	43.8%
5		43.7%	to	36.5%
4		36.4%	to	29.2%
3		29.1%	to	21.9%
Ineffective	2	21.8%	to	14.6%
	1	14.5%	to	7.3%
	0	7.2%	to	0.0%

GLOBAL 10 – AP WORLD 2

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	97.2%
	19	97.1%	to	95.3%
	18	95.2%	to	93.5%
Effective	17	93.4%	to	90.3%
	16	90.2%	to	87.0%
	15	86.9%	to	83.8%
	14	83.7%	to	80.6%
	13	80.5%	to	77.3%
	12	77.2%	to	74.1%
	11	74.0%	to	70.9%
	10	70.8%	to	67.6%
	9	67.5%	to	64.4%
	Developing	8	64.3%	to
7		57.1%	to	50.1%
6		50.0%	to	42.9%
5		42.8%	to	35.8%
4		35.7%	to	28.6%
3		28.5%	to	21.5%
Ineffective	2	21.4%	to	14.3%
	1	14.2%	to	7.2%
	0	7.1%	to	0.0%

US HISTORY

Effective Rating	HEDI pts	Target Range		
Highly Effective	20	100.0%	to	97.3%
	19	97.2%	to	95.5%
	18	95.4%	to	93.8%
Effective	17	93.7%	to	90.6%
	16	90.5%	to	87.5%
	15	87.4%	to	84.4%
	14	84.3%	to	81.3%
	13	81.2%	to	78.1%
	12	78.0%	to	75.0%
	11	74.9%	to	71.9%
	10	71.8%	to	68.8%
	9	68.7%	to	65.6%
Developing	8	65.5%	to	58.3%
	7	58.2%	to	51.0%
	6	50.9%	to	43.8%
	5	43.7%	to	36.5%
	4	36.4%	to	29.2%
	3	29.1%	to	21.9%
Ineffective	2	21.8%	to	14.6%
	1	14.5%	to	7.3%
	0	7.2%	to	0.0%

AP WORLD 1

Effective Rating	HEDI pts	Target Range		
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
	9	28.5%	to	21.4%
Developing	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
	3	9.4%	to	7.1%
Ineffective	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

SOCIAL STUDIES ELECTIVES

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
	9	28.5%	to	21.4%
Developing	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
	3	9.4%	to	7.1%
Ineffective	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

BIOLOGY

Effective Rating	HEDI pts	Target Range		
Highly Effective	20	100.0%	to	95.6%
	19	95.5%	to	92.8%
	18	92.7%	to	90.0%
Effective	17	89.9%	to	85.0%
	16	84.9%	to	80.0%
	15	79.9%	to	75.0%
	14	74.9%	to	70.0%
	13	69.9%	to	65.0%
	12	64.9%	to	60.0%
	11	59.9%	to	55.0%
	10	54.9%	to	50.0%
	9	49.9%	to	45.0%
	Developing	8	44.9%	to
7		39.9%	to	35.0%
6		34.9%	to	30.0%
5		29.9%	to	25.0%
4		24.9%	to	20.0%
3		19.9%	to	15.0%
Ineffective	2	14.9%	to	10.0%
	1	9.9%	to	5.0%
	0	4.9%	to	0.0%

EARTH SCIENCE

Effective Rating	HEDI pts	Target Range		
Highly Effective	20	100.0%	to	95.6%
	19	95.5%	to	92.8%
	18	92.7%	to	90.0%
Effective	17	89.9%	to	85.0%
	16	84.9%	to	80.0%
	15	79.9%	to	75.0%
	14	74.9%	to	70.0%
	13	69.9%	to	65.0%
	12	64.9%	to	60.0%
	11	59.9%	to	55.0%
	10	54.9%	to	50.0%
	9	49.9%	to	45.0%
Developing	8	44.9%	to	40.0%
	7	39.9%	to	35.0%
	6	34.9%	to	30.0%
	5	29.9%	to	25.0%
	4	24.9%	to	20.0%
	3	19.9%	to	15.0%
Ineffective	2	14.9%	to	10.0%
	1	9.9%	to	5.0%
	0	4.9%	to	0.0%

CHEMISTRY

Effective Rating	HEDI pts	Target Range		
Highly Effective	20	100.0%	to	95.6%
	19	95.5%	to	92.8%
	18	92.7%	to	90.0%
Effective	17	89.9%	to	85.0%
	16	84.9%	to	80.0%
	15	79.9%	to	75.0%
	14	74.9%	to	70.0%
	13	69.9%	to	65.0%
	12	64.9%	to	60.0%
	11	59.9%	to	55.0%
	10	54.9%	to	50.0%
	9	49.9%	to	45.0%
	8	44.9%	to	40.0%
Developing	7	39.9%	to	35.0%
	6	34.9%	to	30.0%
	5	29.9%	to	25.0%
	4	24.9%	to	20.0%
	3	19.9%	to	15.0%
Ineffective	2	14.9%	to	10.0%
	1	9.9%	to	5.0%
	0	4.9%	to	0.0%

PHYSICS

Effective Rating	HEDI pts	Target Range	
Highly Effective	20	100.0%	to 95.6%
	19	95.5%	to 92.8%
	18	92.7%	to 90.0%
Effective	17	89.9%	to 85.0%
	16	84.9%	to 80.0%
	15	79.9%	to 75.0%
	14	74.9%	to 70.0%
	13	69.9%	to 65.0%
	12	64.9%	to 60.0%
	11	59.9%	to 55.0%
	10	54.9%	to 50.0%
	9	49.9%	to 45.0%
	Developing	8	44.9%
7		39.9%	to 35.0%
6		34.9%	to 30.0%
5		29.9%	to 25.0%
4		24.9%	to 20.0%
3		19.9%	to 15.0%
Ineffective	2	14.9%	to 10.0%
	1	9.9%	to 5.0%
	0	4.9%	to 0.0%

AP PHYSICS

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
Developing	9	28.5%	to	21.4%
	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
Ineffective	3	9.4%	to	7.1%
	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

ALGEBRA

	HEDI Points	SLO Target Percent	HEDI scores Range		
Ineffective	0	0.0%	0.0%	to	5.8%
	1	5.9%	5.9%	to	11.7%
	2	11.8%	11.8%	to	17.6%
Developing	3	17.7%	17.7%	to	23.6%
	4	23.7%	23.7%	to	29.5%
	5	29.6%	29.6%	to	35.4%
	6	35.5%	35.5%	to	41.3%
	7	41.4%	41.4%	to	47.2%
	8	47.3%	47.3%	to	53.1%
Effective	9	53.2%	53.2%	to	57.4%
	10	57.5%	57.5%	to	61.6%
	11	61.7%	61.7%	to	65.9%
	12	66.0%	66.0%	to	70.1%
	13	70.2%	70.2%	to	74.4%
	14	74.5%	74.5%	to	78.6%
	15	78.7%	78.7%	to	82.9%
	16	83.0%	83.0%	to	87.1%
Highly Effective	17	87.2%	87.2%	to	91.4%
	18	91.5%	91.5%	to	95.6%
	19	95.7%	95.7%	to	97.8%
	20	100.0%	97.9%	to	100.0%

GEOMETRY

	HEDI pts	SLO Targets	HEDI Scores Range		
				to	
Ineffective	0	0.0%	0.0%	to	5.3%
	1	5.4%	5.4%	to	11.6%
	2	11.7%	11.7%	to	17.9%
Developing	3	18.0%	18.0%	to	24.2%
	4	24.3%	24.3%	to	30.5%
	5	30.6%	30.6%	to	36.8%
	6	36.9%	36.9%	to	43.1%
	7	43.2%	43.2%	to	49.3%
	8	49.4%	49.4%	to	55.6%
Effective	9	55.7%	55.7%	to	59.6%
	10	59.7%	59.7%	to	63.5%
	11	63.6%	63.6%	to	67.5%
	12	67.6%	67.6%	to	71.4%
	13	71.5%	71.5%	to	75.4%
	14	75.5%	75.5%	to	79.3%
	15	79.4%	79.4%	to	83.2%
	16	83.3%	83.3%	to	87.2%
	17	87.3%	87.3%	to	91.1%
Highly Effective	18	91.2%	91.2%	to	96.0%
	19	96.1%	96.1%	to	98.0%
	20	98.1%	98.1%	to	100.0%

ALGEBRA 2/TRIGONOMETRY

	HEDI Points	SLO Target Percent	HEDI scores Range		
Ineffective	0	0.0%	0.0%	to	6.0%
	1	6.1%	6.1%	to	12.2%
	2	12.3%	12.3%	to	18.3%
Developing	3	18.4%	18.4%	to	24.4%
	4	24.5%	24.5%	to	30.6%
	5	30.7%	30.7%	to	36.7%
	6	36.8%	36.8%	to	42.8%
	7	42.9%	42.9%	to	49.0%
	8	49.1%	49.1%	to	55.1%
Effective	9	55.2%	55.2%	to	59.2%
	10	59.3%	59.3%	to	63.3%
	11	63.4%	63.4%	to	67.3%
	12	67.4%	67.4%	to	71.4%
	13	71.5%	71.5%	to	75.5%
	14	75.6%	75.6%	to	79.5%
	15	79.6%	79.6%	to	83.6%
	16	83.7%	83.7%	to	87.7%
	17	87.8%	87.8%	to	91.8%
Highly Effective	18	91.9%	91.9%	to	95.8%
	19	95.9%	95.9%	to	97.9%
	20	100.0%	98.0%	to	100.0%

INTRO. ALGEBRA

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
	9	28.5%	to	21.4%
Developing	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
	3	9.4%	to	7.1%
Ineffective	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

INTERMEDIATE ALGEBRA

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
	9	28.5%	to	21.4%
Developing	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
	3	9.4%	to	7.1%
Ineffective	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

MATH FOR THE COLLEGE BOUND

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
	9	28.5%	to	21.4%
Developing	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
	3	9.4%	to	7.1%
Ineffective	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

FUNDAMENTALS OF MATH

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
	9	28.5%	to	21.4%
Developing	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
	3	9.4%	to	7.1%
Ineffective	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

PRECALCULUS

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
Developing	9	28.5%	to	21.4%
	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
Ineffective	3	9.4%	to	7.1%
	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

CALCULUS

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
	9	28.5%	to	21.4%
	Developing	8	21.3%	to
7		18.9%	to	16.7%
6		16.6%	to	14.3%
5		14.2%	to	11.9%
4		11.8%	to	9.5%
3		9.4%	to	7.1%
Ineffective	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

AP CALCULUS

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
	9	28.5%	to	21.4%
	Developing	8	21.3%	to
7		18.9%	to	16.7%
6		16.6%	to	14.3%
5		14.2%	to	11.9%
4		11.8%	to	9.5%
3		9.4%	to	7.1%
Ineffective	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

ENGLISH 9

	HEDI Points	SLO Target Percent	HEDI Scores Range		
				to	
Ineffective	0	0.0%	0.0%	to	4.3%%
	1	4.4%	4.4%	to	8.7%%
	2	8.8%	8.8%	to	13.1%
Developing	3	13.2%	13.2%	to	17.5%
	4	17.6%	17.6%	to	21.9%
	5	22.0%	22.0%	to	26.3%
	6	26.4%	26.4%	to	30.7%
	7	30.8%	30.8%	to	35.1%
	8	35.2%	35.2%	to	39.5%
Effective	9	39.6%	39.6%	to	44.9%
	10	45.0%	45.0%	to	50.4%
	11	50.5%	50.5%	to	55.9%
	12	56.0%	56.0%	to	61.4%
	13	61.5%	61.5%	to	66.9%
	14	67.0%	67.0%	to	72.4%
	15	72.5%	72.5%	to	77.9%
	16	78.0%	78.0%	to	83.4%
	17	83.5%	83.5%	to	88.9%
Highly Effective	18	89.0%	89.0%	to	94.4%
	19	94.5%	94.5%	to	97.7%
	20	97.8%	97.8%	to	100.0%

ENGLISH 10

	HEDI Points	SLO Target Percent	HEDI scores Range		
				to	
Ineffective	0	0.0%	0.0%	to	4.3%
	1	4.4%	4.4%	to	8.7%
	2	8.8%	8.8%	to	13.1%
Developing	3	13.2%	13.2%	to	17.5%
	4	17.6%	17.6%	to	21.9%
	5	22.0%	22.0%	to	26.3%
	6	26.4%	26.4%	to	30.7%
	7	30.8%	30.8%	to	35.1%
	8	35.2%	35.2%	to	39.5%
Effective	9	39.6%	39.6%	to	45.0%
	10	45.1%	45.1%	to	50.4%
	11	50.5%	50.5%	to	55.9%
	12	56.0%	56.0%	to	61.4%
	13	61.5%	61.5%	to	66.9%
	14	67.0%	67.0%	to	72.4%
	15	72.5%	72.5%	to	77.9%
	16	78.0%	78.0%	to	83.4%
	17	83.5%	83.5%	to	88.9%
Highly Effective	18	89.0%	89.0%	to	94.4%
	19	94.5%	94.5%	to	97.7%
	20	100.0%	97.8%	to	100.0%

ENGLISH 11

	HEDI Points	SLO Target Percent	HEDI scores Range		
				to	
Ineffective	0	0.0%	0.0%	to	5.3%
	1	5.4%	5.4%	to	10.6%
	2	10.7%	10.7%	to	16.0%
Developing	3	16.1%	16.1%	to	21.3%
	4	21.4%	21.4%	to	26.7%
	5	26.8%	26.8%	to	32.0%
	6	32.1%	32.1%	to	37.4%
	7	37.5%	37.5%	to	42.7%
	8	42.8%	42.8%	to	48.1%
Effective	9	48.2%	48.2%	to	52.8%
	10	52.9%	52.9%	to	57.5%
	11	57.6%	57.6%	to	62.2%
	12	62.3%	62.3%	to	66.9%
	13	67.0%	67.0%	to	71.6%
	14	71.7%	71.7%	to	76.4%
	15	76.5%	76.5%	to	81.1%
	16	81.2%	81.2%	to	85.8%
	17	85.9%	85.9%	to	90.5%
Highly Effective	18	90.6%	90.6%	to	95.2%
	19	95.3%	95.3%	to	97.6%
	20	100.0%	97.7%	to	100.0%

ENGLISH 12

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
	9	28.5%	to	21.4%
Developing	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
	3	9.4%	to	7.1%
Ineffective	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

ALL OTHER COURSES

Effective Rating	HEDI pts	Target Range		
			to	
Highly Effective	20	100.0%	to	92.8%
	19	92.7%	to	88.8%
	18	88.7%	to	85.7%
Effective	17	85.6%	to	78.6%
	16	78.5%	to	71.4%
	15	71.3%	to	64.3%
	14	64.2%	to	57.1%
	13	57.0%	to	50.0%
	12	49.9%	to	42.9%
	11	42.8%	to	35.7%
	10	35.6%	to	28.6%
Developing	9	28.5%	to	21.4%
	8	21.3%	to	19.0%
	7	18.9%	to	16.7%
	6	16.6%	to	14.3%
	5	14.2%	to	11.9%
	4	11.8%	to	9.5%
Ineffective	3	9.4%	to	7.1%
	2	7.0%	to	4.8%
	1	4.7%	to	2.4%
	0	2.3%	to	0.0%

Conversion Chart for 25 Point to 20 Point Growth

(Value added)

Highly Effective	25	20
	24	19
	23	18
	22	18
Effective	21	17
	20	16
	19	15
	18	14
	17	13
	16	12
	15	11
	14	11
	13	10
	12	10
	11	9
	10	9
Developing	9	8
	8	7
	7	6
	6	5
	5	4
	4	3
	3	3
Ineffective	2	2
	1	1
	0	0

Longwood Central School District

3.13, 3.3

APPR

20 Point Conversion Table

C. Local Measures (20 points) using NYS Grades 4-8 ELA & Math Assessments

NYS 4-8 ELA &/or MATH Assessments Results based on Student Achievement (Percent at Level 3 and Level 4)	Points	Overall Scale Rating
91%-100%	20	Highly Effective
81.9%-90.9%	19	Highly Effective
72.8%-81.8%	18	Highly Effective
63.7%-72.7%	17	Effective
54.6%-63.6%	16	Effective
45.5%-54.5%	15	Effective
36.4%-45.4%	14	Effective
33.4%-36.3%	13	Effective
30.4%-33.3%	12	Effective
27.4%-30.3%	11	Effective
24.4%-27.3%	10	Effective
21.4%-24.3%	9	Effective
18.7%-21.3%	8	Developing
16.1%-18.6%	7	Developing
13.5%-16%	6	Developing
11%-13.4%	5	Developing
8.5%-10.9%	4	Developing
6%-8.4%	3	Developing
4%-5.9%	2	Ineffective
2%-3.9%	1	Ineffective
0%-1.9%	0	Ineffective

USE WITH:

Grade 4-8

3.1 ELA

3.2 MATH

Grade K-3

3.4 ELA

3.5 MATH

ALL OTHER TEACHERS 3.12

Grade K-4 (Grade 4 ELA) & Grade 5-6 (Grade 6 ELA) only

Conversion Chart For Locally Negotiated Measures

(Value Added)

Highly Effective	20	15
	19	15
	18	14
Effective	17	13
	16	13
	15	12
	14	12
	13	11
	12	11
	11	10
	10	9
	9	8
Developing	8	7
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

Longwood Central School District

3.13, 3.3

APPR

20 Point Conversion Table

C. Local Measures (20 points) using non-NYS 3-8 ELA & Math Assessments

Results based on Student Achievement Percent at Level 3 and Level 4 NON-NYS 3-8 ELA &/or MATH Assessments or % of Students meeting proficiency benchmark of 65%	Points	Overall Scale Rating
92.8%-100%	20	Highly Effective
88.8%-92.7%	19	
85.7%-88.7%	18	Effective
78.6%-85.6%	17	
71.4%-78.5%	16	
64.3%-71.3%	15	
57.1%-64.2%	14	Developing
50%-57%	13	
42.9%-49.9%	12	
35.7%-42.8%	11	
28.6%-35.6%	10	
21.4%-28.5%	9	
19%-21.3%	8	
16.7%-18.9%	7	
14.3%-16.6%	6	
11.9%-14.2%	5	
9.5%-11.8%	4	Ineffective
7.1%-9.4%	3	
4.8%-7.0%	2	
2.4%-4.7%	1	
0%-2.3%	0	

Longwood Central School District

APPR

At the end of the school year, the observation/evaluation process, based on the NYSUT Teacher Performance Rubric, will result in a total of 0 – 60 points for each staff member.

The total rating scale for both tenured and untenured teachers is as follows:

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

60 Point NYSUT Teacher Performance Rubric Conversion Table

End-of-Year Overall Rubric Score (Rounded to nearest thousandth)	0-60 Point Conversion Scale	End-of-Year Overall Rubric Score (Rounded to nearest thousandth)	0-60 Point Conversion Scale
1.000 – 1.004	0	1.255 – 1.259	31
1.005 – 1.009	1	1.260 – 1.264	32
1.010 – 1.014	2	1.265 – 1.269	33
1.015 – 1.019	3	1.270 – 1.274	34
1.020 – 1.024	4	1.275 – 1.279	35
1.025 – 1.029	5	1.280 – 1.284	36
1.030 – 1.034	6	1.285 – 1.289	37
1.035 – 1.039	7	1.290 – 1.294	38
1.040 – 1.044	8	1.295 – 1.299	39
1.045 – 1.049	9	1.300 – 1.319	40
1.050 – 1.054	10	1.320 – 1.329	41
1.055 – 1.059	11	1.330 – 1.339	42
1.060 – 1.064	12	1.340 – 1.349	43
1.065 – 1.069	13	1.350 – 1.359	44
1.070 – 1.074	14	1.360 – 1.369	45
1.075 – 1.079	15	1.370 – 1.379	46
1.080 – 1.084	16	1.380 – 1.389	47
1.085 – 1.089	17	1.390 – 1.399	48
1.090 – 1.094	18	1.400 – 1.499	49
1.095 – 1.199	19	1.500 – 1.599	50
1.200 – 1.204	20	1.600 – 1.699	51
1.205 – 1.209	21	1.700 – 1.799	52
1.210 – 1.214	22	1.800 – 1.999	53
1.215 – 1.219	23	2.000 – 2.199	54
1.220 – 1.224	24	2.200 – 2.299	55
1.225 – 1.229	25	2.300 – 2.499	56
1.230 – 1.234	26	2.500 – 3.099	57
1.235 – 1.239	27	3.100 – 3.399	58
1.240 – 1.244	28	3.400 – 3.799	59
1.245 – 1.249	29	3.800 – 4.000	60
1.250 – 1.254	30		

Longwood Central School District Teacher Improvement Plan

Name of Teacher: _____ This plan will begin on: _____

___ Tenured ___ Probationary

Administrator responsible to support and monitor improvement and participate in progress report meetings: _____

TIP Plan shall be mutually developed by the following participants:

Identify the area(s) of improvement (**maximum 3**) as identified in the annual evaluation:
Complete one action plan per area identified.

1. _____

Action Plan: Activities to Support Improvement:

Activities: _____

Resources: _____

Other personnel involved: _____

2. _____

Action Plan: Activities to Support Improvement:

Activities: _____

Resources: _____

Other personnel involved: _____

3. _____

Action Plan: Activities to Support Improvement:

Activities: _____

Resources: _____

Other personnel involved: _____

Manner in which improvement will be assessed:

Timeline for assessment(s):

The participants in the formulation of this TIP will meet in January and March to conduct progress reports, review and evaluate the plan and formulate modifications if necessary:

January date _____ March date _____

Any changes or modifications to the plan must be in writing and will be appended to this document.

Teacher _____
Date

Administrator overseeing this TIP Plan _____
Date

Union Representative _____
Date

Attach a copy of the teacher’s Annual Professional Performance Review Annual Evaluation of Teacher Effectiveness to this form.

Determination:

- Concern(s) resolved; TIP has been successfully accomplished.
- Progress noted; Continue T.I.P. into next school year. (June only)
- Concern(s) unresolved; Continue T.I.P. into next school year..(June only)

Teacher _____
Date

Administrator overseeing this TIP Plan _____
Date

Union Representative _____
Date

Teacher Improvement Plan PROGRESS REPORT JANUARY

(Please attach a copy of the T.I.P.)

Teacher: _____ Date: _____

Administrator overseeing this T.I.P. : _____

Component(s) for improvement as identified in the T.I.P.:

Progress Noted:

Administrator Concern(s):

Teacher Concern(s):

Action Plan Modifications (if applicable)

Determination:

_____ Concern(s) resolved; T.I.P. has been successfully accomplished. (Sign T.I.P. Form)

_____ Progress noted; Continue T.I.P. until next progress report.

_____ Concern(s) unresolved; Continue T.I.P. until next progress report.

Teacher

Date

Administrator overseeing this TIP Plan

Date

Union Representative

Date

Teacher Improvement Plan PROGRESS REPORT MARCH

(Please attach a copy of the T.I.P.)

Teacher: _____ Date: _____

Administrator overseeing this T.I.P. : _____

Component(s) for improvement as identified in the T.I.P.:

Progress Noted:

Administrator Concern(s):

Teacher Concern(s):

Action Plan Modifications (if applicable)

Determination:

_____ Concern(s) resolved; T.I.P. has been successfully accomplished. (Sign T.I.P. Form)

_____ Progress noted; Continue TIP until the end of the school year.*

_____ Concern(s) unresolved; Continue T.I.P. until the end of the school year.*

*June Progress Report meeting required.

Teacher

Date

Administrator overseeing this TIP Plan

Date

Union Representative

Date

7.3**20 pt. Conversion Chart HEDI Points Based on the Percentage of Students Meeting Individual Growth Targets on the NYS Grade 3 ELA and Math Assessments**

HEDI Points	HEDI Scores	
0	0.00% to 4.99%	INEFFECTIVE
1	5.00% to 9.99%	INEFFECTIVE
2	10.00% to 14.99%	INEFFECTIVE
3	15.00% to 19.99%	DEVELOPING
4	20.00% to 24.99%	DEVELOPING
5	25.00% to 29.99%	DEVELOPING
6	30.00% to 34.99%	DEVELOPING
7	35.00% to 39.99%	DEVELOPING
8	40.00% to 44.99%	DEVELOPING
9	45.00% to 49.99%	EFFECTIVE
10	50.00% to 54.99%	EFFECTIVE
11	55.00% to 59.99%	EFFECTIVE
12	60.00% to 64.99%	EFFECTIVE
13	65.00% to 69.99%	EFFECTIVE
14	70.00% to 74.99%	EFFECTIVE
15	75.00% to 79.99%	EFFECTIVE
16	80.00% to 84.99%	EFFECTIVE
17	85.00% to 89.99%	EFFECTIVE
18	90.00% to 94.99%	HIGHLY EFFECTIVE
19	95.00% to 97.50%	HIGHLY EFFECTIVE
20	97.51% to 100.00%	HIGHLY EFFECTIVE

8.1

20 pt. Conversion Chart HEDI Points Based on the Percentage of Students Achieving the Proficiency Benchmark and Graduation Rate

HEDI Points	HEDI Scores and Proficiency Range	
0	0% to 2%	INEFFECTIVE
1	3% TO 5%	INEFFECTIVE
2	6% TO 8%	INEFFECTIVE
3	9% TO 11%	DEVELOPING
4	12% to 14%	DEVELOPING
5	15% to 19%	DEVELOPING
6	20% to 24%	DEVELOPING
7	25% to 29%	DEVELOPING
8	30% to 34%	DEVELOPING
9	35% to 39%	EFFECTIVE
10	40% to 44%	EFFECTIVE
11	45% to 49%	EFFECTIVE
12	50% to 54%	EFFECTIVE
13	55% to 59%	EFFECTIVE
14	60% to 64%	EFFECTIVE
15	65% to 79%	EFFECTIVE
16	80% to 84%	EFFECTIVE
17	85% to 89%	EFFECTIVE
18	90% to 94%	HIGHLY EFFECTIVE
19	95% to 98%	HIGHLY EFFECTIVE
20	99% to 100%	HIGHLY EFFECTIVE
	The Principals will use this 20 pt. scale until Value added Measures are added, at which point they will use 15 pt. Scale.	

Conversion Chart For Locally Negotiated Measures

(Value Added)

Highly Effective	20	15
	19	15
	18	14
Effective	17	13
	16	13
	15	12
	14	12
	13	11
	12	11
	11	10
	10	9
	9	8
Developing	8	7
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

8.2

20 pt. Conversion Chart HEDI Points Based on the Percentage of Students Achieving the Proficiency Benchmark

HEDI Points	HEDI Scores and Proficiency Range	
0	0% to 2%	INEFFECTIVE
1	3% TO 5%	INEFFECTIVE
2	6% TO 8%	INEFFECTIVE
3	9% TO 11%	DEVELOPING
4	12% to 14%	DEVELOPING
5	15% to 19%	DEVELOPING
6	20% to 24%	DEVELOPING
7	25% to 29%	DEVELOPING
8	30% to 34%	DEVELOPING
9	35% to 39%	EFFECTIVE
10	40% to 44%	EFFECTIVE
11	45% to 49%	EFFECTIVE
12	50% to 54%	EFFECTIVE
13	55% to 59%	EFFECTIVE
14	60% to 64%	EFFECTIVE
15	65% to 79%	EFFECTIVE
16	80% to 84%	EFFECTIVE
17	85% to 89%	EFFECTIVE
18	90% to 94%	HIGHLY EFFECTIVE
19	95% to 98%	HIGHLY EFFECTIVE
20	99% to 100%	HIGHLY EFFECTIVE

**Longwood Central School District
Multi-Dimensional Principals' Performance Rubric Conversion Table**

End-Of-Year Overall Rubric Score <small>(Rounded to the nearest thousandth)</small>	0-60 Point Conversion Scale	End-Of-Year Overall Rubric Score	0-60 Point Conversion Scale
1.000 – 1.004	0	1.255 - 1.259	31
1.005 – 1.009	1	1.260 – 1.264	32
1.010 – 1.014	2	1.265 – 1.269	33
1.015 – 1.019	3	1.270 – 1.274	34
1.020 – 1.024	4	1.275 – 1.279	35
1.025 – 1.029	5	1.280 – 1.284	36
1.030 – 1.034	6	1.285 – 1.289	37
1.035 – 1.039	7	1.290 – 1.294	38
1.040 – 1.044	8	1.295 – 1.299	39
1.045 – 1.049	9	1.300 – 1.319	40
1.050 – 1.054	10	1.320 – 1.329	41
1.055 – 1.059	11	1.330 – 1.339	42
1.060 – 1.064	12	1.340 – 1.349	43
1.065 – 1.069	13	1.350 – 1.359	44
1.070 – 1.074	14	1.360 – 1.369	45
1.075 – 1.079	15	1.370 – 1.379	46
1.080 – 1.084	16	1.380 – 1.389	47
1.085 – 1.089	17	1.390 – 1.399	48
1.090 – 1.094	18	1.400 – 1.499	49
1.095 – 1.199	19	1.500 – 1.599	50
1.200 – 1.204	20	1.600 – 1.699	51
1.205 – 1.209	21	1.700 – 1.799	52
1.210 – 1.214	22	1.800 – 1.999	53
1.215 – 1.219	23	2.000 – 2.199	54
1.220 – 1.224	24	2.200 – 2.299	55
1.225 – 1.229	25	2.300 – 2.499	56
1.230 – 1.234	26	2.500 – 3.099	57
1.235 – 1.239	27	3.100 – 3.399	58
1.240 – 1.244	28	3.400 – 3.799	59
1.245 – 1.249	29	3.800 – 4.000	60
1.250 – 1.254	30		

LONGWOOD CENTRAL SCHOOL DISTRICT PRINCIPAL IMPROVEMENT PLAN

NAME: _____ TENURE: _____ NON-TENURE: _____

SCHOOL YEAR: _____ SCHOOL: _____

I: AREAS IN NEED OF IMPROVEMENT:

II: RESOURCES TO SUPPORT IMPROVEMENT:

III: EVIDENCE NEEDED TO DEMONSTRATE IMPROVEMENT:

IV: ASSESSMENT OF EVIDENCE:

V: TIMELINE:

PRINCIPAL _____

DATE _____

SUPERVISOR: _____

DATE _____

SUPERINTENDENT: _____

DATE _____

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

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

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

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

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

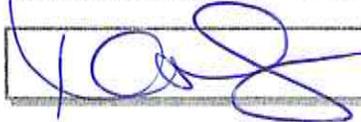
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

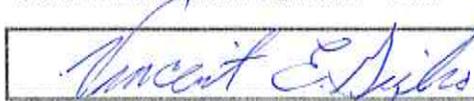
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent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

Signatures, dates

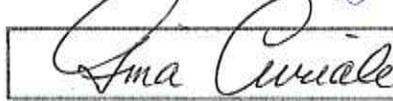
Superintendent Signature: Date:

 10/6/14

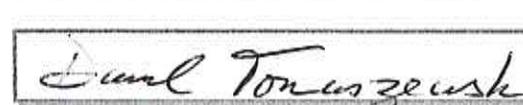
Teachers Union President Signature: Date:

 10/6/14

Administrative Union President Signature: Date:

 10/6/14

Board of Education President Signature: Date:

 10/6/14

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

