



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 23, 2014

Revised-Expedited Assessment Material Change

Lucille F. Iconis, Superintendent
Massapequa Union Free School District
4925 Merrick Road
Massapequa, NY 11758

Dear Superintendent Iconis:

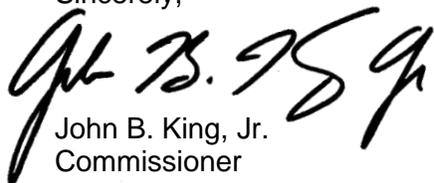
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Robert Hanna

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on January 9, 2013, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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

Name of school district or BOCES: Massapequa Public Schools

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

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

2.2) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input checked="" type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input checked="" type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input type="checkbox"/> Grade 4 Math Assignment of Points	<input type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input type="checkbox"/> Grade 6 Math Assignment of Points	<input type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input type="checkbox"/> Grade 8 Math Assignment of Points	

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

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

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

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

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

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

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

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

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Statement of Assurances

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

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

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

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

Signatures, Dates

Superintendent Signature: Date:

Lucille F. Scornis 10/21/14

Teachers Union President Signature: Date:

Tomia Smith 10/21/14

Administrative Union President Signature: Date:

Steph Beckwelder 10/21/14

Board of Education President Signature: Date:

Gene G. 10/21/14

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

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

<i>Lucille F. Pionis</i>	<i>10/21/14</i>
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Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, September 29, 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 : 280523030000

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

280523030000

1.2) School District Name: MASSAPEQUA UFSD

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

MASSAPEQUA UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Re-submission to address deficiencies

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

Created Tuesday, April 30, 2013

Updated Monday, October 20, 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	Composite of NYS Grades 4-6 ELA
1	School-or BOCES-wide, group or team results based on State assessments	Composite of NYS Grades 4-6 ELA
2	School-or BOCES-wide, group or team results based on State assessments	Composite of NYS Grades 4-6 ELA

	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.	See Table under 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18- 20 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt.

for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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	Composite of NYS Grades 4-6 Math
1	School-or BOCES-wide, group or team results based on State assessments	Composite of NYS Grades 4-6 Math
2	School-or BOCES-wide, group or team results based on State assessments	Composite of NYS Grades 4-6 Math
	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.	See Table under 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18- 20 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not Applicable
7	School- or BOCES-wide, group or team results based on State assessments	Composite of NYS ELA and Math Exams Grades 7 & 8
	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.

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

Highly Effective (18- 20 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not Applicable
7	School- or BOCES-wide, group or team results based on State assessments	Composite of NYS ELA and Math Exams Grades 7 & 8
8	School- or BOCES-wide, group or team results based on State assessments	Composite of NYS ELA and Math Exams Grades 7 & 8

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.

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

Highly Effective (18- 20 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Global 2 Regents

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.

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

Highly Effective (18- 20 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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.

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

Highly Effective (18- 20 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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.

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

Highly Effective (18- 20 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents assessment

Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive 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.

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

Highly Effective (18- 20 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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
Physical Education K-6	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 4-6
Physical Education 7-8	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 7-8
Physical Education 9-12	School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents
Art K-6	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 4-6
Art 7-8	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 7-8
Art 9-12	School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents
Music K-6	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 4-6
Music 7-8	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 7-8
Music 9-12	School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents
Reading K-6	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 4-6
Librarians K-6	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 4-6
Special Education K-6 + all Un-named K-6	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 4-6
World Languages (other than English) 7-8	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 7-8
ELL K-6	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 4-6
ELL 7-8	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 7-8
ELL 9-12	School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents
Librarians 7-8	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 7-8
Technology, Home Ec, Business Ed 7-8	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 7-8
Special Ed 7-8 + + all Un-named 7-8	School/BOCES-wide/group/team results based on State	Composite NYS ELA Grades 7-8
Special Ed 9-12	School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents

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.

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

Highly Effective (18- 20 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

assets/survey-uploads/5364/132954-avH4IQNZMh/Form2_10_AllOtherCourses MPS.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/132954-TXEttx9bQW/2.2_FINAL HEDI MFT Charts.xlsx

2.12) Locally Developed Controls

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

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

Our primary concern is whether each individual student has an appropriate degree of readiness to take on their next level of learning which will lead to college readiness by the time of graduation. Consequently, we will be setting different targets for each of the following groups:

1. Student who are learning English (ELLs)
2. Student with disabilities (SWD)

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	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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.	
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (14- 15) points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must

be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (8 - 13 points) 65% -84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 7 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

3.2) Grades 4-8 Math

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

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

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.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or

Highly Effective (14- 15) points) 85% or more of students meet or exceed the identified individual growth target. Targets will be

achievement for grade/subject.	set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8 - 13 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 7 points) 50% -64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0- 2 points) 49% or less students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/138860-rhJdBgDruP/3.13_FINAL HEDI MFT Charts.xlsx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	Measures of Academic Progress (ELA)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (ELA)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (ELA)
3	9) Grades 3 and up: State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for	Highly Effective (18- 20) points) 85% or more of students meet or exceed the identified individual growth target. Targets will be

grade/subject.	set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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	Measures of Academic Progress (Math)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Math)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Math)
3	9) Grades 3 and up: State-approved 3rd party assessments	Measures of Academic Progress (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.

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

Highly Effective (18- 20) points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)

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.

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

Highly Effective (18- 20) points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.

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

Highly Effective (18- 20) points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. Targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
American History	6(ii) School wide measure computed locally	NYS Comprehensive English 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.	
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18- 20) points) 85% or more of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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 Comprehensive English Regents Assessment

Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Physics	6(ii) School wide measure computed locally	NYS Comprehensive English 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.

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

Highly Effective (18- 20) points) 85% or more of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual achievement target Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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 Comprehensive English Regents Assessment
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive English 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.

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

Highly Effective (18- 20) points) 85% or more of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate

administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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 Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment

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

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

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

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

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

Highly Effective (18- 20) points 85% or more of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual achievement target. Targets will be set

grade/subject.

collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

3.12) All Other Courses

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

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-6 not found in 3.1, 3.2, 3.4, or 3.5	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)
Grades 7-8 not found in 3.1, 3.2, 3.6, or 3.7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)
Grades 9-12 not found in 3.1, 3.2, 3.10, or 3.11	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment

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

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

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

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

Highly Effective (18- 20) points) 85% or more of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Effective (9 - 17 points) 65% - 84% of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 8 points) 50% - 64% of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0- 2 points) 49% or less of of students meet or exceed the identified individual achievement target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/138860-y92vNseFa4/3.13_FINAL HEDI MFT Charts.xlsx

3.14) Locally Developed Controls

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

N/A

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.

If a teacher is required to use multiple locally-selected measures, our District will follow the guidance pertaining to SLOs. Specifically, a lead evaluator will assess the results and determine a HEDI rating and point value for each locally-selected measure separately,

rounding to the nearest whole number. Each will then be weighted proportionately based on the number of students included in each of the local assessments specific to the teacher's subject areas taught.

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)

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Updated Monday, September 29, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
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]	60
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	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District negotiated procedures for conducting and scoring observations and evaluations and assessing other aspects of the Danielson 2007 state approved rubric. Areas of the Danielson rubric will be scored on a 0-4 scale. Nineteen of the components will receive a score between 0-4 points. Those scores will be averaged to come up with a final score on the 0-4 scale. This will be converted to a 0-60 point based on the negotiated and agreed upon conversion scale (see attachment). The calculator showing calculations for each of the 60 points is attached. Please note that decimals will be converted to whole numbers using normal rounding rules when computing the teacher's overall composite effectiveness score. In addition the domains will not be weighted. In no instance will the application of normal rounding rules result in a teacher scoring out of their HEDI range. The process is transparent and all information will be made available to those being rated during the school year. All Massapequa teachers will be provided with in-house professional development from outside consultants and the District's lead evaluators and the teaching staff will also be provided with access to the digital training in the Danielson 2007 model so they have a deeper understanding of the model.

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

assets/survey-uploads/5091/132980-eka9yMJ855/4.5 Points Grid Danielson Final.xlsx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Based upon the Danielson 2007 rubric, teachers whose overall performance and results exceed NYS Teaching Standards will receive between 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Based upon the Danielson 2007 rubric, teachers whose overall performance and results meet NYS Teaching Standards will receive between 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based upon the Danielson 2007 rubric, teachers whose overall performance and results need improvement in order to meet NYS Teaching Standards will receive between 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based upon the Danielson 2007 rubric, teachers whose overall performance and results do not meet NYS Teaching Standards will receive between 0-49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter 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 probationary teachers be done in person, by video, or both?

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

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Updated Monday, September 29, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

Highly Effective	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

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/138862-Df0w3Xx5v6/6.2 Teacher TIP.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:

APPEALING THE RESULTS OF THE ANNUAL PROFESSIONAL PERFORMANCE REVIEW

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

A teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee within 15 school days of its receipt. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

1. the substance of the annual professional performance review;
2. the school district's adherence to the standards and methodologies required for such
3. reviews pursuant to Section 3012(c) of the Education Law;
4. the school district's adherence to the Regulations of the Commissioner and
5. compliance with any applicable locally negotiated procedures; and
6. the school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).

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

The Superintendent of Schools or his/her designee shall render a written determination in response within 15 school days of receipt of the appeal.

The determination of the Superintendent of Schools or his/her designee as to the substance of the annual professional performance review shall not be grievable and arbitrable. Procedural issues relative to the annual professional performance review shall be subject to the grievance machinery of the contract.

Nothing in this section constitutes a waiver of a teacher's right to defend against charges brought pursuant to Education Law 3012-c and 3020-a.

The time frames referenced above may be extended by mutual agreement of the district and the MFT and maintain a timely and expeditious timeline in accordance with Educational Law 3012-c.

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

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

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete all teacher evaluations for APPR purposes. Evaluator training will replicate the recommended State Education Department model certification process incorporating the Regulations enacted to implement Education Law Section 3012-c. The training will include the following areas:

1. New York State Teaching Standards and ISSLC Standards

Multiple meetings for all Massapequa administrators to review and discuss. Follow-up discussions of all administrators during 2012-13 to resolve any differences of perspective and to ensure inter-rater reliability. Training will be provided a minimum of once per year in all subsequent years.

2. Evidence-Based Observation and

3. Application and Use of State Approved Teacher Rubric (Danielson 2007)

All Massapequa administrators taking full OASYS training in use of Danielson 2007 rubric. Board of Education approval by resolution and Superintendent's recommendation will be used to certify the training of all Lead Evaluators.

Small group and whole group meetings of administrators during the course of 2012-13 to discuss implementation and resolve differences of perspective to further ensure faithful implementation of model and inter-rater reliability.

All new administrators in subsequent years will receive the full OASYS training. In addition, there will be periodic refresher programs for all administrators followed up by discussions to ensure that all raters are both fair and similar.

To further increase both fairness and reliability, the superintendent and assistant superintendent for instruction will observe principals observing teachers. The evaluation and coaching of teachers is one of a principal's most important responsibilities. This will be reinforced with direct participation in using the Danielson 2007 framework in observations and in pre and post conferences.

4. Application and Use of Student Growth Percentile and Value Added Growth Model Data

The Massapequa superintendent is a member of the NYS DATAG professional organization and regularly attends their professional

development activities and turn keys them back to the District's administrative team. In addition, periodic workshops delivered by local, regional and national experts on the model were conducted for all administrators during 2011-12 and continued into 2012-13 as the model was being developed using the materials presented by SED to the Board of Regents. The Superintendent and the District's CIO have attended numerous workshops by Ira Schwartz from the NYS Education Department and turn keyed that to the leadership team.

Materials produced by the State Education department will be used to provide training and information sessions for both teachers and administrators in Massapequa during 2012-13. Specific sessions will be held in each building throughout 2012-13. Once a value-added model is approved, workshops will be held throughout the District using SED developed materials.

5. Application and Use of Assessment Tools Used to Evaluate Teachers and

6. Application and Use of State-Approved Locally Selected Measures of Student Achievement Workshops and follow-up meetings were held throughout the district repeatedly during 2011-12 and in the fall of 2012-13 on the development of SLO's and locally selected assessments (LSA's).

In light of the APPR plan developed by Massapequa for 2012-13 only, considerable time and effort will be devoted to testing and refining

more specific SLO's and LSA's during 2012-13. Draft SLO's and LSA's, which are very specific to certain instructional areas – music, art, library, PE, reading teachers, etc., etc., are being developed in draft form. These will be refined during 2012-13 and then proposed to SED for a new APPR for 2013-14 and years thereafter.

As needed, outside consultants with expertise in specific areas will be used by Massapequa at the recommendation of the teachers and administrators closest to the instructional area under the overall direction of the assistant superintendent of instruction.

7. Use of the Statewide Instructional Report System

The District's CIO and Executive Assistant for Student Information Services will attend all workshops conducted by Nassau BOCES. They will provide training and assistance to teachers and administrators.

8. Scoring Methodology Used to Evaluate Teachers and Principals

All staff will receive a full copy of the APPR Plan as submitted to the State, as well as any subsequent revisions required by the State in order to gain approval of the Massapequa plan.

Specific workshops on scoring will be conducted by the District, the Massapequa Federation of Teachers (MFT) and the Massapequa Association of Administrators.

9. Specific Considerations in Evaluating Teachers and Principals of English Language Learners (ELL's) and Students with Disabilities (SWD's)

Training for principals and teachers will be provided by the Assistant Superintendent, Executive Director and Middle and High School Special Education Department supervisors on SWD's. The World Language Curriculum Associate who is also responsible for the ELL program will provide similar training.

Lead evaluators will be re-certified annually based on training. Training will be sufficient to ensure inter-rater reliability before lead evaluators will be re-certified.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

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

Checked

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

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

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

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

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

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

K-6
7-8
9
10-12

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
------------------------	----------------------------	------------------------

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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

Checked

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
7-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
9	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents Assessment
9	(f) % of students with advanced Regents or honors	Advanced Distinction Diploma Rate
10-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents Assessment
10-12	(f) % of students with advanced Regents or honors	Advanced Distinction Diploma 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.

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

Highly Effective (14- 15 points) 85% or more of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the Principal(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with

other targets and the time/effort necessary to produce results.

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

Effective (8 - 13 points) 65% -84% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the Principal(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Developing (3 - 7 points) 50% -64% of students meet or exceed the identified individual growth target. Targets will be set collaboratively by the Principal(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Ineffective (0 - 2 points) 0-49% of students will meet or exceed the identified individual growth target. Targets will be set collaboratively by the Principal(s) and the appropriate administrator. All targets will be reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

(No response)

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

assets/survey-uploads/5366/138863-qBFVOWF7fC/8.1 _Principals HEDI Charts.xlsx

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
N/A		

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

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

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

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Our ultimate goal is to have all students college and career ready at graduation. Accordingly, students must be able to work on the next level of learning as they progress from year to year. We will be setting different targets for each of the following groups:

1. Student who are learning English (ELLs)
2. Student with disabilities (SWD)

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.

There are growth targets set for each student. The number of students meeting the target will be divided by the total number of students to whom the target applies in order to calculate the overall percentage of students meeting the target in each school. This percentage is then converted to a scale score of 0 to 15. Thus each school principal will be accountable based upon the percentage of students assessed by each locally selected measure.

High School Principals will also be measured by on the percent of students receiving a regents diploma with Advanced Designation.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check

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

9. Other Measures of Effectiveness (Principals)

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9.1) Principal Practice Rubric

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

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

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.

The District negotiated procedures for conducting and scoring observations and evaluations and assessing other aspects of the Multidimensional Principal Performance Rubric, a state approved rubric. The District also negotiated the levels of performance on the rubric against the HEDI scale. The indicators of the rubric will be scored on a 0-3 scale. These scores will be tallied into one total score which will then be converted to a 0-60 point score. Domains 3, 4 and 6 have been weighted. The calculator showing calculations for each of the 60 points is attached. Please note that decimals will be converted to whole numbers using normal rounding rules when computing the principal's overall composite effectiveness score. In no instance will the application of normal rounding rules result in a principal scoring out of their HEDI range. The process is transparent and all information will be made available to those being rated during the school year. All Massapequa principals will be provided with in-house professional development to ensure common understanding of professional expectations.

Attached Principal's Evaluation Form.

Please note that decimals will be converted to whole numbers using normal rounding rules when computing the principal's overall composite effectiveness score. In no instance will the application of normal rounding rules result in a principal scoring out of their HEDI range. Domains are weighted according to the attached chart.

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

assets/survey-uploads/5143/132968-pMADJ4gk6R/9.7_Multi-dim_Instrument_MAA_1.docx

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

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community will receive between 56.8-60 points.
---	--

Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community will receive a 51.56-56.7 points.
Developing: Overall performance and results need improvement in order to meet standards.	Developing performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community will receive 37-51.5 points.
Ineffective: Overall performance and results do not meet standards.	Ineffective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community will receive 0 to 36.9 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	56.8 - 60
Effective	51.56 - 56.79
Developing	37 - 51.5
Ineffective	0 - 36.9

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	56.8 - 60
Effective	51.56 - 56.79
Developing	37 - 51.5
Ineffective	0 - 36.9

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

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/138866-Df0w3Xx5v6/11.2_PIP for MAA.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

F. APPEALS PROCESS FOR PRINCIPALS

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

2. The draft annual evaluation shall be presented to the Building Principal at a meeting between the administrator and the

Superintendent of Schools or his/her designee, in June of each school year.

3. Within ten (10) business days of the receipt of a final annual evaluation from the Superintendent of Schools or his/her designee, the administrator may present information and materials, in writing, to the Superintendent of Schools.
4. Within five (5) business days of the receipt of the materials, the Superintendent shall issue the final evaluation.
5. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraph (a) above, a principal may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 - a. the substance of the annual professional performance review;
 - b. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 - c. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
 - d. the school district's issuance and/or implementation of the terms of the principal's improvement plan.
6. Any issue not raised in the written appeal shall be deemed waived.
7. Within five school days of receipt of the appeal, the Superintendent of Schools shall render a written determination with respect thereto.
8. The determination of the Superintendent of Schools as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. Procedural issues that will be set forth in this Article shall be subject to the grievance machinery of the contract.
9. The time frames referred to herein may be extended by mutual agreement of the parties and will maintain a timely and expeditious timeline in accordance with Educational Law 3012-c.

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

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

In order to train and certify evaluators, the district began using a hybrid Charlotte Danielson rubric for observations and evaluations for Effective Teaching during 2006/2007 school year. All administrators received training sponsored in district on the Danielson Framework from an outside consultant. This helped all administrators to deepen their understanding of each of the domains and promoted rator reliability. This training was renewed in 2011-12. In 2011 and 2012 , in compliance with state guidelines, all administrators received ongoing training which addressed all of the lead evaluator training components. This training included observing numerous video lessons of classroom lessons and the administrators rated them using the rubric. Observations were discussed, critiqued, and compared in order to foster consistent rating amongst the administrators and inter-rater reliability. For future training on an ongoing bases and in order to re-certify evaluators each year, consultants will provide professional development to all evaluators with options to participate in BOCES future training sessions. In addition administrators will be afforded the opportunity to continue to participate in BOCES sponsored lead evaluator training sessions throughout the year. Newly hired administrators will participate in these sessions as well as monthly workshops with the assistant superintendent of instruction and personnel to orient them to process and procedures.

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

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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/5581/133076-3Uqgn5g9Iu/APPR Signature Page 1-9-13_1.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.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
all other teachers in Grades 9-12 not named above or specifically named in prior sections covering Regents courses	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Highly Effective (18- 20 points) 85% of students meet or exceed the identified growth target. Targets will be set and reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to</p> <p>instructional objectives, fairness, balance with other targets and</p> <p>the time/effort necessary to produce results.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Effective (9 - 17 points) 75% - 84% of students meet or exceed the identified growth target. Targets will be set and reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to</p> <p>instructional objectives, fairness, balance with other targets and</p> <p>the time/effort necessary to produce results.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Developing (3 - 8 points) 60% - 74% of students meet or exceed the identified growth target. Targets will be set and reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to</p> <p>instructional objectives, fairness, balance with other targets and</p>

	the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>Ineffective (0- 2 points) Less than 60% of students meet or exceed the identified growth target. Targets will be set and reviewed by the Assistant Supt. for Instruction and the Superintendent before final approval is given and after relevant baseline data is reviewed. Targets must be relevant to</p> <p>instructional objectives, fairness, balance with other targets and</p> <p>the time/effort necessary to produce results.</p>

Massapequa Public Schools Teacher Improvement Plan

The Teacher Improvement Plan (TIP) is a structured plan designed to support teachers in addressing specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a TIP is to assist teachers to attain effective or highly effective status. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing its overall effectiveness.

A TIP must be initiated whenever a teacher receives a rating of *developing or ineffective* in a year-end evaluation. Both the teacher and the administrator meet for an evaluation conference at the end of the school year where the *developing or ineffective* evaluation is discussed (Beginning of the school year if State Assessment Data is not released until after close of the school year). A TIP is designed by the building principal in collaboration with the teacher and the president of the MFT or his/her designee. The TIP must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.

During the first quarter, the teacher will be observed by designated members of the leadership team who will concentrate on observing and evaluating goals identified in the TIP. They will meet with the teacher in a timely manner (within 3 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties. The teacher will have the right to respond to observation summaries and responses will be attached. Additional observations will not take place until this post observation meeting takes place.

After the first quarter, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately to include at least bi-weekly meetings between teacher and administrator(s). Meetings will take place where union representation may be present upon teacher request. At the end of the evaluation period, if the TIP goals are met and the teacher is rated effective or highly effective, it will terminate. The culmination of the TIP will be communicated in writing to the teacher and union

If the teacher is again rated as *developing or ineffective*, a new TIP will be developed by the building principal in collaboration with the teacher and the president of the MFT or his/her designee, and central office administrator. At least one observation during year two, will be conducted by a central office administrator.

The TIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.

Massapequa Public Schools Teacher Improvement Plan

- II. **EXPECTED OUTCOMES OF THE TIP:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.
- III. **RESOURCES:** Suggest specific resources available to assist the teacher to improve performance.
- IV. **RESPONSIBILITIES:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher (at least one by other administrator other than the building principal); supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific Timeline for implementation of the various components of the TIP and for the final completion of the TIP, to include at least bi-weekly meetings between teacher and administrator(s). Identify the dates for preparation of written documentation regarding the completion of the Plan.

SAMPLE COMPONENTS OF A TEACHER IMPROVEMENT PLAN

- I. **TARGETED GOALS: AREAS FOR IMPROVEMENT**
 - a. Instructional Planning
 - b. Student Assessment
 - c. Classroom Management
 - d. Fulfillment of Professional Responsibilities
 - i. Attendance
 - ii. Communication with colleagues/administration
 - iii. Communication with home
- II. **EXPECTED OUTCOMES**

List of specific expectations related to targeted goals identified in Section I
- III. **SUGGESTED ACTIVITIES**

List of suggested activities related to targeted goals identified in Section I

 - i. Observe colleagues identified by Principal
 - ii. Attend workshops related to targeted goals
 - iii. Meetings with designated members of the leadership team on a defined schedule
- IV. **RECOMMENDED RESOURCES**
 - a. Identify the lead evaluator who has oversight of the TIP

Massapequa Public Schools
Teacher Improvement Plan

- b. List specific materials, people, workshop to be used to support the TIP
- c. Identify the instrument or rubrics used to monitor progress
- d. Danielson video or online PD (*Educational Impact or ASCD*)

V. EVIDENCE OF ACHIEVEMENT

- a. Identify how progress will be measured and assessed
- b. Specify next steps to be taken based upon progress or lack thereof

VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

- a. Identify dates for announced classroom observations consistent with APPR Plan
- b. Identify dates for progress meetings with administrators related to each identified targeted goal
- c. Identify dates for periodic assessment of overall progress

TIP Administrator

Date

Teacher

Date

Union Representative

Date

Massapequa Public Schools
Teacher Improvement Plan

Name:

Date:

School:

Status: Tenure

Assignment:

You are being placed on the Teacher Improvement Plan because you received an unsatisfactory of developing composite score for the _____ school year. This program is designed to help you correct these deficiencies.

Upon successful completion of this program, those areas that were identified as deficient will be monitored for up to one (1) year. If an acceptable level of performance is achieved/maintained, you will be returned to a regular evaluation cycle.

I. SPECIFIC AREAS FOR IMPROVEMENT:

II. EXPECTED OUTCOMES OF THE TIP:

III. RECOMMENDED RESOURCES/ACTIVITIES:

IV. RESPONSIBILITIES:

V. EVIDENCE OF ACHIEVEMENT:

VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

TIP Administrator

Date

Teacher

Date

Union Representative

Date

8/22/2012

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Teacher Improvement Plan

Teacher:

Grade Level:

Location:

Date	In Attendance	Topics Discuss

Name: _____ School: _____ School Year: _____

Supervisor’s Name: _____ Evaluation Conference Date: _____

MPPR Multidimensional Professional Performance Review (60 Points)

Domain 1: Shared Vision of Learning (6 Points)

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

		HE	E	D	I
1a	Culture - attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	3	2.85	2.6	0
1b	Sustainability - a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	3	2.85	2.6	0

Evidence:

Domain 2 – School Culture and Instructional Program (15 Points)

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

		HE	E	D	I
2a	Culture - attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	3	2.85	2.6	0
2b	Instructional Program - design and delivery of high quality curriculum that produces clear evidence of learning	3	2.85	2.6	0
2c	Capacity Building - developing potential and tapping existing internal expertise to promote learning and improve practice	3	2.85	2.6	0
2d	Sustainability - a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	3	2.85	2.6	0
2e	Strategic Planning Process: monitoring/inquiry - the implementation and stewardship of goals, decisions and actions	3	2.85	2.6	0

Evidence:

Domain 3 – Safe, Efficient, Effective Learning Environment (11 Points)

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

		HE	E	D	I
3a	Capacity Building - developing potential and tapping existing internal expertise to promote learning and improve practice	3	2.85	2.6	0
3b	Culture - attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	3	2.85	2.6	0
3c	Sustainability - a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	2	1.8	1.64	0
3d	Instructional Program - design and delivery of high quality curriculum that produces clear evidence of learning	3	2.85	2.6	0

Evidence:

Domain 4 – Community (8 Points)

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

		HE	E	D	I
4a	Strategic Planning Process: Inquiry - gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success	3	2.85	2.6	0
4b	Culture - attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	3	2.85	2.6	0
4c	Sustainability - a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	2	1.8	1.64	0

Evidence:

Domain 5 – Integrity, Fairness, Ethics (6 Points)

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

		HE	E	D	I
5a	Sustainability - a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	3	2.85	2.6	0
5b	Culture - attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	3	2.85	2.6	0

Evidence:

Domain 6 – Political, Social, Economic, Legal and Cultural Context (2 Points)

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

		HE	E	D	I
6a	Sustainability - a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future	1	.9	.73	0
6b	Culture - attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	1	.9	.73	0

Evidence:

Other: Goal Setting and Attainment (12 Points)

		HE	E	D	I
7a	Uncovering Goals • Align, Define	3	2.85	2.6	0
7b	Strategic Planning • Prioritize, Strategize	3	2.85	2.6	0
7c	Taking Action • Mobilize, Monitor, Refine	3	2.85	2.6	0
7d	Evaluating Attainment • Document ○ Insights, Accomplishments, New questions, Implications for moving forward • Next steps	3	2.85	2.6	0

Evidence:

Highly Effective	56.8 - 60
Effective	51.56 - 56.79
Developing	37 - 51.5
Ineffective	0 - 36.9

Total MPPR Score _____

Evidence	Possible Point Value	Points Awarded
Local Assessment	15	
State Assessment	25	
Other (60 points):		
MPPR	60	
	Total Possible Points = 100	

Principal Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Please note that decimals will be converted to whole numbers using normal rounding rules when computing the teacher's overall composite effectiveness score.

Massapequa Public Schools Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* composite APPR rating. Both the principal and the superintendent shall meet for an evaluation conference no later five (5) days after the principal receives his/her composite score. A PIP shall be designed by the principal and the superintendent or his/her designee in collaboration with the president of the MAA or his/her designee over the course of the summer.

The PIP must be in place no later than September 10 of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

The principal must be offered the opportunity for a peer mentor chosen from the MAA. The principal will select the mentor, with the approval of the Superintendent and the MAA President. The mentor and the principal will collaborate during the first quarter. All dealings between the mentor and the principal will be confidential.

After the first quarter of principal/mentor collaboration, the Superintendent will assess, in writing, the effectiveness of the intervention and the level of improvement. Such assessment will be delivered to the principal by no later than ten (10) school days after the first making period ends. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings between the Superintendent and the principal will continue. Each meeting will result in written documentation from the Superintendent or his/her designee to the principal, no later than two (2) days after the meeting, detailing what was discussed and the guidance and suggestions offered, if any. The Superintendent or his/her designee will provide the principal with a written mid-year evaluation, no later than January 15th. At the end of the year, if the PIP goals are met, it will terminate. The culmination of the PIP will be communicated in writing to the principal. Both parties will sign the PIP at the end of the school year.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the MAA according to these guidelines for the subsequent school year.

The PIP must consist of the following components:

- **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.

Massapequa Public Schools Principal Improvement Plan

- **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- **RESOURCES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- **RESPONSIBILITIES:** Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- **TIMELINE:** Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

- a. Student Performance and/or Engagement
- b. Supervision of Staff
- c. Fiscal Management
- d. Community Relations
- e. Communication with parents

II. EXPECTED OUTCOMES

- a. List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED ACTIVITIES

- a. List of specific activities related to targeted goals identified in Section I

IV. RECOMMENDED RESOURCES

- a. List specific materials, people, workshop to be used to support the PIP
- b. Identify the instrument or rubrics used to monitor progress
- c. Danielson video or online PD (Educational Impact or ASCD)

Massapequa Public Schools
Principal Improvement Plan

V. EVIDENCE OF ACHIEVEMENT

- a. Identify how progress will be measured and assessed
- b. Specify next steps to be taken based upon progress or lack thereof

VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

- a. Identify dates for school visitations consistent with APPR Plan
- b. Identify dates for progress meetings with Superintendent related to each identified targeted goal
- c. Identify dates for quarterly assessment of overall progress

PIP Administrator

Date

Principal

DATE

Massapequa Public Schools
Principal Improvement Plan

Name:

Date:

School:

Status: Tenure

Assignment:

You are being placed on the Principal Improvement Plan because you received an unsatisfactory of developing composite score for the _____ school year. This program is designed to help you correct these deficiencies.

Upon successful completion of this program, those areas that were identified as deficient will be monitored for up to one (1) year. If an acceptable level of performance is achieved/maintained, you will be returned to a regular evaluation cycle.

The PIP must consist of the following components:

- I. TARGETED GOALS: AREAS FOR IMPROVEMENT:

- II. EXPECTED OUTCOMES OF THE PIP:

- III. RECOMMEND RESOURCES/ACTIVITIES:

- IV. RESPONSIBILITIES:

- V. EVIDENCE OF ACHIEVEMENT:

- VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES:

PIP Administrator

Date

Principal

Date

Union Representative

Date

Massapequa Public Schools
Principal Improvement Plan

Principal:

Location:

Date	In Attendance	Topics Discuss

HEDI POINT SCALE
All Course/Subjects/Grade Levels

How will evaluators determine what range of student performance “meets” the goal (*effective*) versus “well-below” (*ineffective*), “below” (*developing*), and “well-above” (*highly effective*)?

Local Assessment (15 points)

(for teachers receiving a "Value Added" score from SED.)

State Growth and Local Assessment (20 points)

HEDI Points	Percentage of students at proficiency (65-60th percentile)
15	92-100
14	85-91
13	81-84
12	77-80
11	74-76
10	71-73
9	65-70
8	63-64
7	61-62
6	59-60
5	56-58
4	53-55
3	50-52
2	36-49
1	21-35
0	<21

HEDI Points	Percent of students reaching their growth target (when chart is used for SLOs) or achieving proficiency (when chart is used for the Local Assessment)
20	92-100
19	89-91
18	85-88
17	82-84
16	80-81
15	78-79
14	76-77
13	74-75
12	72-73
11	70-71
10	68-69
9	65-67
8	63-64
7	60-62
6	57-59
5	54-56
4	52-53
3	50-51
2	36-49
1	21-35
0	<21

HEDI POINT SCALE
All Course/Subjects/Grade Levels

How will evaluators determine what range of student performance “meets” the goal (*effective*) versus “well-below” (*ineffective*), “below” (*developing*), and “well-above” (*highly effective*)?

Local Assessment (15 points)

(for teachers receiving a "Value Added" score from SED.)

State Growth and Local Assessment (20 points)

HEDI Points	Percentage of students at proficiency (65-60th percentile)
15	92-100
14	85-91
13	81-84
12	77-80
11	74-76
10	71-73
9	68-70
8	65-67
7	62-64
6	59-61
5	56-58
4	53-55
3	50-52
2	36-49
1	21-35
0	<21

HEDI Points	Percent of students reaching their growth target (when chart is used for SLOs) or achieving proficiency (when chart is used for the Local Assessment)
20	92-100
19	89-91
18	85-88
17	82-84
16	80-81
15	78-79
14	76-77
13	74-75
12	72-73
11	70-71
10	68-69
9	65-67
8	63-64
7	60-62
6	57-59
5	54-56
4	52-53
3	50-51
2	36-49
1	21-35
0	<21

Massapequa Public Schools

HEDI Scores			
	Point Distribution	Rubric Score	HEDI STATUS
	60	4.000	H
	59	3.700	H
	58	3.300	E
	57	3.000	E
	56	2.857	D
	55	2.714	D
	54	2.571	D
	53	2.429	D
	52	2.286	D
	51	2.143	D
	50	2.000	D
	49	1.980	I
	48	1.960	I
	47	1.940	I
	46	1.920	I
	45	1.900	I
	44	1.880	I
	43	1.860	I
	42	1.840	I
	41	1.820	I
	40	1.800	I
	39	1.780	I
	38	1.760	I
	37	1.740	I
	36	1.720	I
	35	1.700	I
	34	1.680	I
	33	1.660	I
	32	1.640	I
	31	1.620	I
	30	1.600	I
	29	1.580	I
	28	1.560	I
	27	1.540	I
	26	1.520	I
	25	1.500	I
	24	1.480	I
	23	1.460	I
	22	1.440	I
	21	1.420	I
	20	1.400	I
	19	1.380	I
	18	1.360	I
	17	1.340	I
	16	1.320	I
	15	1.300	I
	14	1.280	I
	13	1.260	I
	12	1.240	I
	11	1.220	I
	10	1.200	I
	9	1.180	I
	8	1.160	I
	7	1.140	I
	6	1.120	I
	5	1.100	I
	4	1.080	I
	3	1.060	I
	2	1.040	I
	1	1.020	I
	0	<=1.000	I

Please note that decimals will be converted to whole numbers using

High School Principal

Local HEDI Chart

Based on Percent of Students Receiving a Regents Diploma with Advanced Designation

POINTS	PERCENTAGE
15	69+
14	66-68
13	63-65
12	60-62
11	57-59
10	54-56
9	51-53
8	48-50
7	45-47
6	42-44
5	39-41
4	36-38
3	33-35
2	30-32
1	28-29
0	Below 28

HEDI POINT SCALE
All Course/Subjects/Grade Levels

How will evaluators determine what range of student performance “meets” the goal (*effective*) versus “well-below” (*ineffective*), “below” (*developing*), and “well-above” (*highly effective*)?

Local Assessment (15 points) (for
 Principals receiving a "Value Added" score
 from SED.

HEDI Points	Percent of students reaching their growth target (when chart is used for SLOs)
15	92-100
14	85-91
13	81-84
12	77-80
11	74-76
10	71-73
9	68-70
8	65-67
7	62-64
6	59-61
5	56-58
4	53-55
3	50-52
2	36-49
1	21-35
0	<21

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 1/9/13

Charles V. Smith

Teachers Union President Signature: Date:

Lonia A. Smith 1/9/13

Administrative Union President Signature: Date:

Joseph W. Pardo 1/9/13

Board of Education President Signature: Date: 1/3/13

Margaret Costa