



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  
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May 29, 2014

**Revised**

Dr. Marianne Higuera, Superintendent  
Miller Place Union Free School District  
7 Memorial Drive  
Miller Place, NY 11764

Dear Superintendent Higuera:

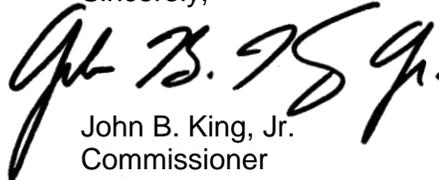
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Dean T. Lucera

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, February 25, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 580208020000

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

580208020000

#### 1.2) School District Name: MILLER PLACE UFSD

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

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, May 09, 2014

### Page 1

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

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Miller Place developed kindergarten ELA assessment.
1	District, regional, or BOCES-developed assessment	Miller Place developed grade 1 ELA assessment.
2	District, regional, or BOCES-developed assessment	Miller Place developed grade 2 ELA assessment.

	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.	Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages between 83 to 100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages between 65 to 82
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages between 50 to 64

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

Teachers with percentages below 50

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Miller Place developed kindergarten Math assessment.
1	District, regional, or BOCES-developed assessment	Miller Place developed grade 1 Math assessment.
2	District, regional, or BOCES-developed assessment	Miller Place developed grade 2 Math assessment.

	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.	Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages between 83 to 100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages between 65 to 82
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages between 50 to 64
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages below 50

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Miller Place developed grade 6 science assessment.
7	District, regional or BOCES-developed assessment	Miller Place developed grade 7 science assessment.

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages between 83 to 100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages between 65 to 82
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages between 50 to 64
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages below 50

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Miller Place developed grade 6 Social Studies assessment.
7	District, regional or BOCES-developed assessment	Miller Place developed grade 7 Social Studies assessment.
8	District, regional or BOCES-developed assessment	Miller Place developed grade 8 Social Studies assessment.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages between 83 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages between 65 to 82

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages between 50 to 64
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Miller Place developed grade Global I assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50.

## 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
Earth Science	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.	Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50.

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets. Students will be taking both the NYS Integrated Algebra Regents and the Common Core Algebra Regents Exam. The higher of the two scores will be used to assign points.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Miller Place developed grade 9 ELA assessment.
Grade 10 ELA	District, regional or BOCES-developed assessment	Miller Place developed grade 10 ELA assessment.
Grade 11 ELA	Regents assessment	Comprehensive ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets. Student will only take the Comprehensive ELA Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other secondary math courses.	District, Regional or BOCES-developed	Miller Place developed grade specific math assessment.
All other secondary ELA courses.	District, Regional or BOCES-developed	Miller Place developed grade specific ELA assessment.
All other secondary science courses.	District, Regional or BOCES-developed	Miller Place developed grade specific science assessment.
All other secondary social studies courses.	District, Regional or BOCES-developed	Miller Place developed grade specific social studies assessment.
All business courses.	District, Regional or BOCES-developed	Miller Place developed grade specific business assessment.
All technology courses grades 9-12	District, Regional or BOCES-developed	Miller Place developed grade specific technology assessment.
All technology courses grades 7-8	District, Regional or BOCES-developed	Miller Place developed grade specific technology assessment.
All art courses grades 9-12	District, Regional or BOCES-developed	Miller Place developed grade specific Art assessment.
All art courses grades 6-8	District, Regional or BOCES-developed	Miller Place developed grade specific Art assessment.
All LOTE courses.	District, Regional or BOCES-developed	Miller Place developed grade specific LOTE assessment.
All Push-In, Pull-out, Resource Room and Reading teachers.	State Assessment	Grade/subject specific NYS assessment and or applicable Regents exam.
All Push-In, Pull-out, Resource Room and Reading teachers and not covered by a state assessment.	District, Regional or BOCES-developed	Miller Place developed grade/subject specific assessment.
All k-12 Self Contained: Student with Disabilities teachers.	State Assessment	Grade/subject specific NYS assessment and or applicable Regents exam.
All k-12 Self Contained: Student with Disabilities teachers not covered by a state assessment.	District, Regional or BOCES-developed	Miller Place developed grade/subject specific assessment.
All art courses grades 3-5	District, Regional or BOCES-developed	Miller Place developed grade specific Art assessment.
All art courses grades k-2	District, Regional or BOCES-developed	Miller Place developed grade specific Art assessment.
All music courses grades 9-12	District, Regional or BOCES-developed	Miller Place developed grade specific Music assessment.
All music courses grades 6-8	District, Regional or BOCES-developed	Miller Place developed grade specific Music assessment.

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

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

Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points

2.11, below.	will be allocated to a teacher based on the percentage of students (specific to each teacher) meeting or exceeding their individual growth targets on the listed exam. Students will be taking both the NYS Integrated Algebra Regents and the Common Core Algebra Regents Exam. The higher of the two scores will be used to assign points. Student will only take the Comprehensive ELA Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages below 50.

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/12186/1047186-avH4IQNZMh/Form2\_10\_AllOtherCourses[1] 2013-14 5-2-14.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/12186/1047186-TXEttx9bQW/APPR 20 point conversion scale- Miller Place.pdf

## 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.

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 4 ELA assessment.
5	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 5 ELA assessment.
6	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 6 ELA assessment.
7	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 7 ELA assessment.
8	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 8 ELA assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment. Please see 20 point HEDI conversation should the Regents not adopt a value added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 83 to 100.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Teachers with percentages between 65 to 82.

grade/subject.

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

Teachers with percentages between 50 to 64.

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

Teachers with percentages below 50.

### 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	5) District, regional, or BOCES-developed assessments	Miller Place developed grade 4 math assessment.
5	5) District, regional, or BOCES-developed assessments	Miller Place developed grade 5 math assessment.
6	5) District, regional, or BOCES-developed assessments	Miller Place developed grade 6 math assessment.
7	5) District, regional, or BOCES-developed assessments	Miller Place developed grade 7 math assessment.
8	5) District, regional, or BOCES-developed assessments	Miller Place developed grade 8 math assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment. Please see 20 point HEDI conversation should the Regents not adopt a value added measure.

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

Teachers with percentages between 83 to 100.

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

Teachers with percentages between 65 to 82.

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

Teachers with percentages between 50 to 64.

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

Teachers with percentages below 50.

### 3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Miller Place developed kindergarten ELA assessment.

1	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 1 ELA assessment.
2	5) District, regional, or BOCES–developed assessments	Miller Place developed 2 grade ELA assessment.
3	5) District, regional, or BOCES–developed assessments	Miller Place developed 3 grade ELA assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 83 to 100.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Miller Place developed kindergarten Math assessment.
1	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 1 math assessment.
2	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 2 Math assessment.
3	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 3 math assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 83 to 100.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50.

### 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	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 6 science assessment.
7	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 7 science assessment.
8	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 8 science assessment.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 50 to 64.

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

Teachers with percentages below 50.

### 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	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 6 social studies assessment.
7	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 7 social studies assessment.
8	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 8 social studies assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Miller Place developed Global I assessment.

Global 2	3) Teacher specific achievement or growth score computed locally	Global History & Geography Regents
American History	3) Teacher specific achievement or growth score computed locally	U.S. History & Geography Regents

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.	HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50.

### 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	3) Teacher specific achievement or growth score computed locally	Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents

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.	HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 83 to 100.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 50 to 64.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 65 to 82.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50.

### 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	3) Teacher specific achievement or growth score computed locally	Integrated Algebra Regents and the Common Core Algebra Regents Exam.
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents

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.	HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment. Students will be taking both the NYS Integrated Algebra Regents and the Common Core Algebra Regents Exam. The higher of the two scores will be used to assign points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Teachers with percentages between 83 to 100.

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 9 ELA assessment.
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Miller Place developed grade 10 ELA assessment.
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Comprehensive ELA Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of students scoring 65 or better on the final assessment. Student will only take the Comprehensive ELA Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	Teachers with percentages below 50.

grade/subject.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other secondary math courses.	5) District/regional/BOCES–developed	Miller Place developed grade specific math assessment.
All other secondary ELA courses.	5) District/regional/BOCES–developed	Miller Place developed grade specific ELA assessment.
All other secondary science courses.	5) District/regional/BOCES–developed	Miller Place developed grade specific science assessment.
All other secondary social studies courses.	5) District/regional/BOCES–developed	Miller Place developed grade specific social studies assessment.
All business courses.	5) District/regional/BOCES–developed	Miller Place developed grade specific business assessment.
All technology courses grades 9-12	5) District/regional/BOCES–developed	Miller Place developed grade specific – subject specific assessment.
All technology courses grades 7-8	5) District/regional/BOCES–developed	Miller Place developed grade specific – subject specific assessment.
All art courses grades 9-12	5) District/regional/BOCES–developed	Miller Place developed grade specific – subject specific assessment.
All art courses grades 6-8	5) District/regional/BOCES–developed	Miller Place developed grade specific – subject specific assessment.
All other LOTE courses.	5) District/regional/BOCES–developed	Miller Place developed grade specific LOTE assessment.
All Push-In, Pull-out, k-12 Resource Room and Reading teachers.	3) Teacher specific achievement/growth score computed locally	Grade/subject specific NYS assessment and or applicable Regents exam.
All Push-In, Pull-out, k-12 Resource Room and Reading teachers and not covered by a state assessment.	5) District/regional/BOCES–developed	Miller Place developed grade specific ELA assessment.
All Self Contained k-12 Student with Disabilities teachers.	3) Teacher specific achievement/growth score computed locally	Grade/subject specific NYS assessment and or applicable Regents exam.
All Self Contained k-12 Student with Disabilities teachers and not covered by a state assessment.	6(ii) School wide measure computed locally	Miller Place developed grade specific ELA assessment.

All art courses grades 3-5	5) District/regional/BOCES–developed	Miller Place developed grade specific – subject specific assessment.
All art courses grades k-2	5) District/regional/BOCES–developed	Miller Place developed grade specific – subject specific assessment.
All music courses grades 9-12	5) District/regional/BOCES–developed	Miller Place developed grade specific – subject specific assessment.
All music courses grades 6-8	5) District/regional/BOCES–developed	Miller Place developed grade specific – subject specific assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percentage of students (either school-wide or specific to each teacher) scoring 65 (for student taking New York State assessments the percentage of students scoring 2 or above) or better on the final assessment. Student will only take the Comprehensive ELA Regents. Students will be taking both the NYS Integrated Algebra Regents and the Common Core Algebra Regents Exam. The higher of the two scores will be used to assign points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 83 to 100.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 65 to 82.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages between 50 to 64.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers with percentages below 50.

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)

[assets/survey-uploads/12149/1047187-Rp0OI6pk1T/Form3\\_12\\_AllOtherCourses\[1\] 2013-14 5-9-14.docx](assets/survey-uploads/12149/1047187-Rp0OI6pk1T/Form3_12_AllOtherCourses[1] 2013-14 5-9-14.docx)

### 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.

### 3.14) Locally Developed Controls

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

(No response)

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

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

Teachers with multiple locally selected measures the percentage of students will be proportionally calculated based on the number of students in each measure and will result in one composite score.

### 3.16) Assurances

Please check all of the boxes below:

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

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, May 19, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	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]	40
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

The district will use the Danielson 2007 Rubric to assign the 60 points to determine the HEDI rating as follows: Teacher observations will total 40 points. Formal teacher observations will be weighted as 32 points to be assigned as follows: Domain 1–Planning and Preparation-12 points, Domain 2– Classroom Environment-10 points, Domain 3–Instruction-10 points. Eight (8) points will be assigned through “Walk-Through” observations focusing on Domain 3. If elements outside Domain 3 are observed they will be rated and used to calculate the walk-through score. Each Element in each Domain will be rated on a 1-4 scale based on all of the evidence collected throughout the year (see Observation Conversion). The 1-4 ratings for each element will be averaged within each domain to get a 1-4 Domain score. The final rubric score for each element will be based on evidence observed and collected over multiple observations. For formal observations, the average Domain scores, from 1-4, will be averaged using the weighted point values listed above to arrive at the final 1-4 score. For the Walk-Through observations, all observed element scores, from 1-4, will be averaged to assign the final Walk-Through rubric score.

The remaining 20 points will be assigned as follows: Individual Teacher Portfolio-10 points applying Domain 1 and 4; Communication Log-5 points applying Domain 4; Formal Daily Lesson Plans-5 points applying Domain 1. This will be used to get an overall effectiveness score of 0-60. At the beginning of each year, the APPR Committee will determine what artifacts are appropriate evidence

for the teacher portfolio, review the rubric for the Communication Log, and approve the format for the lesson plans. The final HEDI score will be calculated by adding the observation score, the walk-through observation and structured review of artifacts (see uploaded 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/12179/1047188-eka9yMJ855/Observation Conversion and Assigning HEDI Points - Teacher Chart 2013-14 4-23-14.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teacher will display exemplary performance in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration and professional growth.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher will display satisfactory performance in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration and professional growth.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher will display below average performance in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration and professional growth.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher will display unsatisfactory performance in knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration and professional growth.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55 to 60
Effective	45 to 54
Developing	33 to 44
Ineffective	0 to 32

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
-------------	---

Informal/Short	1
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55 to 60
Effective	45 to 54
Developing	33 to 44
Ineffective	0 to 32

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, May 02, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/1047190-Df0w3Xx5v6/TIP Form 4-4-14.doc

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### Appeals Procedures

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher/principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised within one appeal, provided that the teacher/principal knew or could have reasonably known the ground(s)

existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s) which will be handled in a timely and expeditious manner. This appeal's procedures and timeline apply to Teacher Improvement Plans.

#### APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of either “ineffective” or “developing” may challenge that APPR.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

#### Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

1. The substance and/or procedures of the Annual Professional Performance Review;
2. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;
3. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures applicable to Annual Professional Performance Reviews;
4. The district’s failure to issue and/or implement the terms of the Teacher/Principal Improvement Plan, where applicable, as required under Education Law §3012-c.

#### Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within 10 school days after the date the teacher/principal has received the APPR. If an educator receives a completed evaluation within 10 school days before the end of the school year or over summer vacation, the educator will have until the 3rd working day of the new school year to file an appeal. In the event the completed evaluation is received less than 7 calendar days prior to the start of the new school year, the teacher/principal will have 10 calendar days from the date of the receipt of the completed evaluation to file an appeal. These timelines also are applicable to a failure to issue or implement a TIP. Notification of the appeal shall be provided to the Superintendent or his/her designee. A teacher/principal wishing to initiate an appeal, must submit, in writing, to the supervising administrator, Superintendent, and MPTA/MPAA President, a detailed description of the precise point(s) of disagreement over his/her performance review, along with any and all documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Under this appeals process the teacher/principal bears the burden of proving the merits of his or her appeal.

#### Supervising Administrator’s written response to appeal

Within 10 school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

#### Decisions on Appeal

Step 1 – Within 10 days of the administrator’s written response a conference with the supervising administrator and the evaluator will occur. The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring evaluator(s), administrator and the employee are able to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Superintendent in writing, within 5 days of the conclusion of the conference.

#### Step 2 Teachers– APPR Review Panel (Panel).

The APPR Review Panel shall consist of three people. Working jointly, the Superintendent and the Miller Place Teachers’ Association President will appoint the panel comprised of:

- Two tenured administrators, certified to conduct evaluations. The administrator appointed shall not be the evaluator who authored the evaluation and
- One district teacher from the APPR committee chosen by the Association (not to be from the same building as the person making the appeal)

In the case where the panel has deemed the appeal to be substantive in nature, the panel will clarify the points of the substantive aspects of the appeal in writing and submit it to the Superintendent along with any recommendations regarding the appeal no later than 10 calendar days after the receipt of the appeal. The decision of the panel will be completed in a timely and expeditious manner.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The panel shall have the authority to determine the nature of the appeal as procedural or substantive.

In the case where the panel has deemed the appeal to be procedural in nature, the panel will direct the teacher making the appeal to follow the contractual grievance procedures. This will be timely and expeditious in accordance with Education Law 3012-c.

A written decision based on the merits of the appeal shall be rendered by the Superintendent no later than 10 calendar days after the panel filed their findings of the appeal. The Superintendent, after receiving the panel's recommendation, shall have the authority to reject, modify, or affirm the panel's recommendation on the appeal. The decision shall be based on the written record and additional documentary evidence submitted to the panel and the clarifying points and applicable recommendations made by the panel. The Superintendent's decision shall be binding and shall not be subject to further appeal(s) under the collective bargaining agreement. Notwithstanding the above, APPR procedural issues shall be subject to the contract's grievance procedure.

## 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 Miller Place UFSD will ensure that all lead evaluators are properly trained and certified as required by Education Law 3012-c and will be recertified annually by the Board of Education or Superintendent. Evaluator training will be conducted by Eastern Suffolk BOCES. This includes the training in the nine elements found in section 30-2.9 of the Regents Rules in order to conduct evaluations. Trained administration will turn-key all training information to new evaluators as well as yearly retraining for all staff. All lead evaluators will be trained for a minimum of 2 days a year including the practice inter-rater reliability.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, May 02, 2014

## Page 1

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

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

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

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

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

3-5
6-8
9-12

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists  
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms  
 List of State-approved 3<sup>rd</sup> party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
k-2	District, regional, or BOCES-developed	Miller Place developed grade specific ELA and Math 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.	Student will be given a pre-test at the beginning of the year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a principals based on the percentage of students meeting or exceeding their individual growth targets which will be approved by a central office administrator.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will be rated highly effective if 83% to 100% of the students meet the growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will be rated effective if 65% to 82% of the students meet the growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will be rated developing if 50% to 64% of the students meet the growth targets
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will be rated ineffective if less than 50% of the students meet the growth targets.

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

assets/survey-uploads/5365/148004-lha0DogRNw/APPR 20 point conversion scale- Miller Place\_1.pdf

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	Miller Place developed grade/subject specific assessment.
6-8	(d) measures used by district for teacher evaluation	Miller Place developed grade/subject specific assessments.
9-12	(d) measures used by district for teacher evaluation	All Regents exams and Miller Place developed grade/subject specific assessments.

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be allocated to a principal based on percentage of student achieving 65 or better on final assessments. If no value added measure adopted we will use the 20 point conversion chart. Student will only take the Comprehensive ELA Regents. Students will be taking both the NYS Integrated Algebra Regents and the Common Core Algebra Regents Exam. The higher of the two scores will be used to assign points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated highly effective if 83% to 100% of the students meet the achievement targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated effective if 65% to 82% of the students meet the achievement targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated developing if 50% to 64% of the students meet the achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated ineffective if less than 50% of the students meet the achievement targets.

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

(No response)

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

assets/survey-uploads/12190/1047192-qBFVOWF7fC/APPR 20 and 15 point conversion scale 5-2-14.pdf

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-2	(d) measures used by district for teacher evaluation	Miller Place developed grade specific ELA and Math assessment.

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be allocated to a principal based on the percentage of students scoring 65 or better on the final assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated highly effective if 83% to 100% of the students meet the targets.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated effective if 65% to 82% of the students meet the targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated developing if 50% to 64% of the students meet the targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated ineffective if less than 50% of the students meet the targets.

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

(No response)

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

assets/survey-uploads/5366/148010-T8MIGWUVm1/APPR 20 point conversion scale- Miller Place\_1.pdf

### 8.3) Locally Developed Controls

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

(No response)

## 8.4) Principals with More Than One Locally Selected Measure

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

Principals with multiple locally selected measures the percentage of students will be proportionally calculated based on the number of students in each measure and will be averaged and result in one composite score.

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	40
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 20

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.	Checked
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).	Checked

### 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	Checked
9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

### 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 will use the Multidimensional Principal Performance Rubric in its entirety to assign the 60 points to determine the HEDI rating as follows:

The Multidimensional Principal Performance Rubric's 6 Domains will be weighted as follows to assign the 40 observation-based points:

- Domain 1 – Shared Vision of Learning 8 points
- Domain 2 – School Culture and Instructional Program 10 points
- Domain 3 – Safe, Efficient, Effective Learning Environment 10 points
- Domain 4 – Community 4 points
- Domain 5 – Integrity, Fairness, Ethics 4 points
- Domain 6 – Political, Social, Economic, Legal and Cultural Context 4 points

In order to assign the 20 goal-based points, principals will set goals in Domain 2 and Domain 3, which will be weighted as follows:

- Domain 2 – Goal Development and Attainment 16 points
- Domain 3 – Improvement to the School's Learning Environment 4 points

These goals will include improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.

In order to assign points within each domain, subcomponents within each domain will be rated on a 0-16 scale. These ratings will be averaged across multiple observations to get a 0-16 component score for each of the six domains.

0-16 scores will be aligned with the HEDI rating categories as follows: 0-4 Ineffective, 5-8 Developing, 9-12 Effective, and 13-16 Highly Effective.

The earned score from 0-16 will be calculated as a percentage of the 16 available points. This percentage will then be multiplied by the weighted point values listed above to assign the final score for each domain/goal. For example, if the average Domain score for Domain 1 is a 12 (75% of 16) then we multiply the maximum possible points for Domain 1 (8) by 75%, giving us a Domain 1 score of 6. A rating, for discussion purposes, will be assigned to each domain/goal as listed on the attachment. The resulting domain/goal scores will be added to get a Total Overall Composite Effectiveness Score and will be measured for overall effectiveness on a scale of 0-60.

The points assigned for goal setting will be assigned based on school visits by other trained evaluators and a review of school records

and documents. At the beginning of each year, the Principal, Assistant Superintendents and the Superintendent will determine what artifacts are appropriate evidence to supplement onsite observations, goal development, and school improvement. Goals will be set collaboratively between principals and lead evaluators at the start of the school year and the success of achieving goals will be assessed through a meeting with the principal and lead evaluator. The principal will substantiate their achievement of their goals at this meeting.

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

assets/survey-uploads/12205/1047193-pMADJ4gk6R/APPR Process for Assigning HEDI Rating - Principal Chart 4-23-14.pdf

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

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning, goals, instructional program, effective and safe leaning environment, staff professional growth, evaluation of programs, and foster collaboration for all stakeholders.
Effective: Overall performance and results meet standards.	Satisfactory performance in setting a vision for learning, goals, instructional program, effective and safe leaning environment, staff professional growth, evaluation of programs, and foster collaboration for all stakeholders.
Developing: Overall performance and results need improvement in order to meet standards.	Below average performance in setting a vision for learning, goals, instructional program, effective and safe leaning environment, staff professional growth, evaluation of programs, and foster collaboration for all stakeholders.
Ineffective: Overall performance and results do not meet standards.	Unsatisfactory performance in setting a vision for learning, goals, instructional program, effective and safe leaning environment, staff professional growth, evaluation of programs, and foster collaboration for all stakeholders.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55 to 60
Effective	45 to 54
Developing	33 to 44
Ineffective	0 to 32

## 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	1
---------------	---

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

Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55 to 60
Effective	45 to 54
Developing	33 to 44
Ineffective	0 to 32

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, May 02, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/148042-Df0w3Xx5v6/PIP Form.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### Appeals Procedures

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher/principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised within one appeal, provided that the teacher/principal knew or could have reasonably known the ground(s)

existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s) which will be handled in a timely and expeditious manner. This process and timeline also applies to Principal Improvement Plans.

#### APPR Subject to Appeal Procedure

Any unit member aggrieved by an APPR rating of either “ineffective” or “developing” may challenge that APPR.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

#### Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

1. The substance and/or procedures of the Annual Professional Performance Review;
2. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;
3. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures applicable to Annual Professional Performance Reviews;
4. The district’s failure to issue and/or implement the terms of the Teacher/Principal Improvement Plan, where applicable, as required under Education Law §3012-c.

#### Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within 10 school days after the date the teacher/principal has received the APPR. If an educator receives a completed evaluation within 10 school days before the end of the school year or over summer vacation, the educator will have until the 3rd working day of the new school year to file an appeal. In the event the completed evaluation is received less than 7 calendar days prior to the start of the new school year, the teacher/principal will have 10 calendar days from the date of the receipt of the completed evaluation to file an appeal. These timelines also are applicable to a failure to issue or implement a PIP. Notification of the appeal shall be provided to the Superintendent or his/her designee. A teacher/principal wishing to initiate an appeal, must submit, in writing, to the supervising administrator, Superintendent, and MPTA/MPAA President, a detailed description of the precise point(s) of disagreement over his/her performance review, along with any and all documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Under this appeals process the teacher/principal bears the burden of proving the merits of his or her appeal.

#### Supervising Administrator’s written response to appeal

Within 10 school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

#### Decisions on Appeal

Step 1 – Within 10 days of the administrator’s written response a conference with the supervising administrator and the evaluator will occur. The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring evaluator(s), administrator and the employee are able to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Superintendent in writing, within 5 days of the conclusion of the conference.

Step 2 - APPR Review Panel (Panel). The APPR Review Panel shall consist of three people. Working jointly, the Superintendent and the Miller Place Administrators’ Association President will appoint the panel comprised of:

- Two tenured central office administrators not including the administrator who authored the evaluation and
- One district administrator chosen by the MPAA Association.

In the case where the panel has deemed the appeal to be substantive in nature, the panel will clarify the points of the substantive aspects of the appeal in writing and submit it to the Superintendent along with any recommendations regarding the appeal no later than

10 calendar days after the receipt of the appeal.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The panel shall have the authority to determine the nature of the appeal as procedural or substantive.

In the case where the panel has deemed the appeal to be procedural in nature, the panel will direct the teacher/principal making the appeal to follow the contractual grievance procedures. This will be timely and expeditious in accordance with Education Law 3012-c.

A written decision based on the merits of the appeal shall be rendered by the Superintendent no later than 10 calendar days after the panel filed their findings of the appeal. The Superintendent, after receiving the panel's recommendation, shall have the authority to reject, modify, or affirm the panel's recommendation on the appeal. The decision shall be based on the written record and additional documentary evidence submitted to the panel and the clarifying points and applicable recommendations made by the panel. The Superintendent's decision shall be binding and shall not be subject to further appeal(s) under the collective bargaining agreement. Notwithstanding the above, APPR procedural issues shall be subject to the contract's grievance procedure.

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

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

The Miller Place UFSD will ensure that all lead evaluators are properly trained and certified as required by Education Law 3012-c and will be recertified annually by the Board of Education or Superintendent. Evaluator training has been conducted by Eastern Suffolk BOCES. This includes the training in the nine elements found in section 30-2.9 of the Regents rules in order to conduct evaluations. It is anticipated that trained administration will turn-key all training information to new evaluators as well as yearly retraining for staff. Successful completion of training ensures inter-rater reliability. Training will consist of a minimum of 2 days per year.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of

the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, May 29, 2014

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### Page 1

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

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

[assets/survey-uploads/12158/1047196-3Uqgn5g9Iu/District Certification Form 5-29-14.pdf](assets/survey-uploads/12158/1047196-3Uqgn5g9Iu/District%20Certification%20Form%205-29-14.pdf)

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.  
Please save your file types as .doc, .ppt or .xls respectively before uploading.

**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
Music grade 3-5	<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	Miller Place developed grade specific Music assessment.
Music grade k-2	<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	Miller Place developed grade specific Music assessment.
All physical education courses grades 9-12	<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	Miller Place developed grade specific Physical Education assessment.
All physical education courses grades 6-8.	<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	Miller Place developed grade specific Physical Education assessment.
<b>Course(s) or</b>	<b>Option</b>	<b>Assessment</b>

Subject(s)		
All physical education courses grades 3-5	<input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Miller Place developed grade specific Physical Education assessment.
All physical education courses grades k-2	<input type="radio"/> <input type="radio"/> <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/>	Miller Place developed grade specific Physical Education assessment.
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
All other teachers not named above and not covered by a state assessment.	<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	Miller Place developed grade/subject specific assessment.

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

Use this box, if needed, to describe the	Student will be given a pre-test at the beginning of the
--	--

<p>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>year to establish a baseline using that baseline data teachers and principals will set individual growth targets and HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets on the listed exam.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers with percentages between 83 to 100.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers with percentages between 65 to 82.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers with percentages between 50 to 64.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers with percentages below 50.</p>

Miller Place

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

**20 Point Scale**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Point</b>	<b>% Meeting Target</b>
<b>Highly Effective</b>	<b>20</b>	<b>97-100</b>
	<b>19</b>	<b>91-96</b>
	<b>18</b>	<b>83-90</b>
<b>Effective</b>	<b>17</b>	<b>82</b>
	<b>16</b>	<b>79-81</b>
	<b>15</b>	<b>77-78</b>
	<b>14</b>	<b>75-76</b>
	<b>13</b>	<b>73-74</b>
	<b>12</b>	<b>71-72</b>
	<b>11</b>	<b>69-70</b>
	<b>10</b>	<b>67-68</b>
	<b>9</b>	<b>65-66</b>
<b>Developing</b>	<b>8</b>	<b>64</b>
	<b>7</b>	<b>63</b>
	<b>6</b>	<b>61-62</b>
	<b>5</b>	<b>59-60</b>
	<b>4</b>	<b>56-58</b>
	<b>3</b>	<b>50-55</b>
<b>Ineffective</b>	<b>2</b>	<b>30-49</b>
	<b>1</b>	<b>21-29</b>
	<b>0</b>	<b>0-20</b>

Miller Place

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

**20 Point Scale**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Point</b>	<b>% Meeting Target</b>
<b>Highly Effective</b>	<b>20</b>	<b>97-100</b>
	<b>19</b>	<b>91-96</b>
	<b>18</b>	<b>83-90</b>
<b>Effective</b>	<b>17</b>	<b>82</b>
	<b>16</b>	<b>79-81</b>
	<b>15</b>	<b>77-78</b>
	<b>14</b>	<b>75-76</b>
	<b>13</b>	<b>73-74</b>
	<b>12</b>	<b>71-72</b>
	<b>11</b>	<b>69-70</b>
	<b>10</b>	<b>67-68</b>
	<b>9</b>	<b>65-66</b>
<b>Developing</b>	<b>8</b>	<b>64</b>
	<b>7</b>	<b>63</b>
	<b>6</b>	<b>61-62</b>
	<b>5</b>	<b>59-60</b>
	<b>4</b>	<b>56-58</b>
	<b>3</b>	<b>50-55</b>
<b>Ineffective</b>	<b>2</b>	<b>30-49</b>
	<b>1</b>	<b>21-29</b>
	<b>0</b>	<b>0-20</b>

Miller Place

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

**Will use if the Value Added Model is approved.**

**15 Point Scale**

<b>15 Point Scale</b>		
<b>HEDI</b>	<b>Scale Point</b>	<b>% Meeting Target</b>
<b>Highly Effective</b>	<b>15</b>	<b>93-100</b>
	<b>14</b>	<b>83-92</b>
<b>Effective</b>	<b>13</b>	<b>80-82</b>
	<b>12</b>	<b>77-79</b>
	<b>11</b>	<b>74-76</b>
	<b>10</b>	<b>71-73</b>
	<b>9</b>	<b>68-70</b>
	<b>8</b>	<b>65-67</b>
<b>Developing</b>	<b>7</b>	<b>62-64</b>
	<b>6</b>	<b>60-61</b>
	<b>5</b>	<b>57-59</b>
	<b>4</b>	<b>54-56</b>
	<b>3</b>	<b>50-53</b>
<b>Ineffective</b>	<b>2</b>	<b>30-49</b>
	<b>1</b>	<b>21-29</b>
	<b>0</b>	<b>0-20</b>

**Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All music courses grades 3-5	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Miller Place developed grade specific Music assessment.
All music courses grades k-2	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Miller Place developed grade specific Music assessment.

All physical education courses grades 9-12	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>○ 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Miller Place developed grade specific Physical Education assessment.
--	--	--

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
All Physical education courses grades 6-8.	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>○ 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Miller Place developed grade specific Physical Education assessment.
All physical education courses	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> </ul>	Miller Place developed grade specific

grades 3-5.	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Physical Education assessment.
All physical education courses grades k-2	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Miller Place developed grade specific Physical Education assessment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
All other teachers of subject areas covered by a state assessment.	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> </ul>	Grade/subject specific NYS assessment.

	<ul style="list-style-type: none"> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>○ 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	
All other teachers not covered by a state assessment.	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>○ 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Miller Place developed grade/subject specific 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	HEDI points
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<p>categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>will be allocated to a teacher based on the percentage of students (either school-wide or specific to each teacher) scoring 65 (for student taking New York State assessments the percentage of students scoring 2 or above) or better on the final assessment.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers with percentages between 83 to 100.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers with percentages between 65 to 82.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers with percentages between 50 to 64.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers with percentages</p>

	below 50.
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Miller Place

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

**20 Point Scale**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Point</b>	<b>% Meeting Target</b>
<b>Highly Effective</b>	<b>20</b>	<b>97-100</b>
	<b>19</b>	<b>91-96</b>
	<b>18</b>	<b>83-90</b>
<b>Effective</b>	<b>17</b>	<b>82</b>
	<b>16</b>	<b>79-81</b>
	<b>15</b>	<b>77-78</b>
	<b>14</b>	<b>75-76</b>
	<b>13</b>	<b>73-74</b>
	<b>12</b>	<b>71-72</b>
	<b>11</b>	<b>69-70</b>
	<b>10</b>	<b>67-68</b>
	<b>9</b>	<b>65-66</b>
<b>Developing</b>	<b>8</b>	<b>64</b>
	<b>7</b>	<b>63</b>
	<b>6</b>	<b>61-62</b>
	<b>5</b>	<b>59-60</b>
	<b>4</b>	<b>56-58</b>
	<b>3</b>	<b>50-55</b>
<b>Ineffective</b>	<b>2</b>	<b>30-49</b>
	<b>1</b>	<b>21-29</b>
	<b>0</b>	<b>0-20</b>

Teacher Observation Scoring				
Formal Observation			Walk-through	
0	1.00000		0	1.00000
1	1.01389		1	1.16667
2	1.02778		2	1.33333
3	1.04167		3	1.50000
4	1.05556		4	2.00000
5	1.06944		5	2.50000
6	1.08333		6	3.00000
7	1.09722		7	3.50000
8	1.11111		8	4.00000
9	1.12500			
10	1.25000			
11	1.37500			
12	1.50000			
13	1.62500			
14	1.75000			
15	1.87500			
16	2.00000			
17	2.12500			
18	2.25000			
19	2.37500			
20	2.50000			
21	2.62500			
22	2.75000			
23	2.87500			
24	3.00000			
25	3.12500			
26	3.25000			
27	3.37500			
28	3.50000			
29	3.62500			
30	3.75000			
31	3.87500			
32	4.00000			

***HEDI Rating Categories***

Task	Domain	Pts.	I	D	E	HI
Teacher Portfolio	Planning and Prep. & Prof. Responsibilities I&IV	10	0-1	2-5	6-8	9-10
Communication Log	Professional Responsibilities IV	5	0-1	2-3	4	5
Daily Lesson Plan	Planning and Preparation I	5	0-1	2-3	4	5

Rubric scores listed are the minimum values needed to receive the corresponding HEDI scores.

## **Teacher Improvement Plan**

In accordance with the Miller Place Union Free School District's Annual Professional Performance Review Plan teachers who are rated developing or ineffective in their year-end-evaluation will be provided with a Teacher Improvement Plan (TIP). The TIP will identify critical areas of performance that are in need of improvement, expectation to demonstrate improvement, outline levels of support, delineate an action plan, a timeline for demonstration for improvement and a final assessment of improvement.

The TIP will be developed by the teacher's Principal in consultation with any director who supervises the teacher, the teacher and a Miller Place Teachers' Association union representative no later than June 30 of the school year where the evaluation with a rating of developing or ineffective is received. If the Composite Effectiveness Score is not available by June 30, the district will not make the determination for a TIP until the Composite Effectiveness Score is received. The TIP will be put in place within 10 days of the start of the following school year.

A teacher who receives a rating of ineffective will be assigned a mentor who will work with the teacher to address the concerns outlined in the TIP.

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



**Teacher Improvement Plan**

Date \_\_\_\_\_

Teacher: \_\_\_\_\_

Initiated By: \_\_\_\_\_

Collaboration \_\_\_\_\_

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*Critical Areas of Improvement*

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*Expectations to Demonstrate Improvement*

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*Level of Support and Recommendations*

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*Action Plan*

---

*Timeline to Demonstrate Improvement*

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*Final Assessment of Improvement*

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Superintendent of Schools \_\_\_\_\_

Principal \_\_\_\_\_

Director If applicable \_\_\_\_\_

*MPTA Union Representative* \_\_\_\_\_

*Teacher* \_\_\_\_\_

Miller Place

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

**20 Point Scale**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Point</b>	<b>% Meeting Target</b>
<b>Highly Effective</b>	<b>20</b>	<b>97-100</b>
	<b>19</b>	<b>91-96</b>
	<b>18</b>	<b>83-90</b>
<b>Effective</b>	<b>17</b>	<b>82</b>
	<b>16</b>	<b>79-81</b>
	<b>15</b>	<b>77-78</b>
	<b>14</b>	<b>75-76</b>
	<b>13</b>	<b>73-74</b>
	<b>12</b>	<b>71-72</b>
	<b>11</b>	<b>69-70</b>
	<b>10</b>	<b>67-68</b>
	<b>9</b>	<b>65-66</b>
<b>Developing</b>	<b>8</b>	<b>64</b>
	<b>7</b>	<b>63</b>
	<b>6</b>	<b>61-62</b>
	<b>5</b>	<b>59-60</b>
	<b>4</b>	<b>56-58</b>
	<b>3</b>	<b>50-55</b>
<b>Ineffective</b>	<b>2</b>	<b>30-49</b>
	<b>1</b>	<b>21-29</b>
	<b>0</b>	<b>0-20</b>

Miller Place

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

**20 Point Scale**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Point</b>	<b>% Meeting Target</b>
<b>Highly Effective</b>	<b>20</b>	<b>97-100</b>
	<b>19</b>	<b>91-96</b>
	<b>18</b>	<b>83-90</b>
<b>Effective</b>	<b>17</b>	<b>82</b>
	<b>16</b>	<b>79-81</b>
	<b>15</b>	<b>77-78</b>
	<b>14</b>	<b>75-76</b>
	<b>13</b>	<b>73-74</b>
	<b>12</b>	<b>71-72</b>
	<b>11</b>	<b>69-70</b>
	<b>10</b>	<b>67-68</b>
	<b>9</b>	<b>65-66</b>
<b>Developing</b>	<b>8</b>	<b>64</b>
	<b>7</b>	<b>63</b>
	<b>6</b>	<b>61-62</b>
	<b>5</b>	<b>59-60</b>
	<b>4</b>	<b>56-58</b>
	<b>3</b>	<b>50-55</b>
<b>Ineffective</b>	<b>2</b>	<b>30-49</b>
	<b>1</b>	<b>21-29</b>
	<b>0</b>	<b>0-20</b>

Miller Place

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

**Will use if the Value Added Model is approved.**

**15 Point Scale**

<b>15 Point Scale</b>		
<b>HEDI</b>	<b>Scale Point</b>	<b>% Meeting Target</b>
<b>Highly Effective</b>	<b>15</b>	<b>93-100</b>
	<b>14</b>	<b>83-92</b>
<b>Effective</b>	<b>13</b>	<b>80-82</b>
	<b>12</b>	<b>77-79</b>
	<b>11</b>	<b>74-76</b>
	<b>10</b>	<b>71-73</b>
	<b>9</b>	<b>68-70</b>
	<b>8</b>	<b>65-67</b>
<b>Developing</b>	<b>7</b>	<b>62-64</b>
	<b>6</b>	<b>60-61</b>
	<b>5</b>	<b>57-59</b>
	<b>4</b>	<b>54-56</b>
	<b>3</b>	<b>50-53</b>
<b>Ineffective</b>	<b>2</b>	<b>30-49</b>
	<b>1</b>	<b>21-29</b>
	<b>0</b>	<b>0-20</b>

Miller Place

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

**20 Point Scale**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Point</b>	<b>% Meeting Target</b>
<b>Highly Effective</b>	<b>20</b>	<b>97-100</b>
	<b>19</b>	<b>91-96</b>
	<b>18</b>	<b>83-90</b>
<b>Effective</b>	<b>17</b>	<b>82</b>
	<b>16</b>	<b>79-81</b>
	<b>15</b>	<b>77-78</b>
	<b>14</b>	<b>75-76</b>
	<b>13</b>	<b>73-74</b>
	<b>12</b>	<b>71-72</b>
	<b>11</b>	<b>69-70</b>
	<b>10</b>	<b>67-68</b>
	<b>9</b>	<b>65-66</b>
<b>Developing</b>	<b>8</b>	<b>64</b>
	<b>7</b>	<b>63</b>
	<b>6</b>	<b>61-62</b>
	<b>5</b>	<b>59-60</b>
	<b>4</b>	<b>56-58</b>
	<b>3</b>	<b>50-55</b>
<b>Ineffective</b>	<b>2</b>	<b>30-49</b>
	<b>1</b>	<b>21-29</b>
	<b>0</b>	<b>0-20</b>

*Process for Assigning Points and Determining HEDI Ratings.*

Task	Domain	Points	I	D	E	HI
Observation	Shared Vision of Learning	8	0-2	3-4	5-6	7-8
Observation	School Culture and Instructional Program	10	0-1	2-5	6-8	9-10
Observation	Safe, Efficient, Effective Learning Environment	10	0-1	2-5	6-8	9-10
Observation	Community	4	0-1	2	3	4
Observation	Integrity, Fairness, Ethics	4	0-1	2	3	4
Observation	Political, Social, Economic, Legal and Cultural Context	4	0-1	2	3	4
Goals	School Culture and Instructional Program	16	0-4	5-8	9-12	13-16
Environment	Safe, Efficient, Effective Learning Environment	4	0-1	2	3	4

Normal rounding rules apply and won't result in movement between HEDI bands.



**Principal Improvement Plan Form**

Date \_\_\_\_\_

Principal: \_\_\_\_\_

Initiated By: \_\_\_\_\_

Collaboration \_\_\_\_\_

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*Critical Areas of Improvement*

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*Expectations to Demonstrate Improvement*

---

*Level of Support and Recommendations*

---

---

*Action Plan*

---

*Timeline to Demonstrate Improvement*

---

*Final Assessment of Improvement*

---

Superintendent of Schools \_\_\_\_\_

Evaluator \_\_\_\_\_

Principal \_\_\_\_\_

*MPAA Union Representative* \_\_\_\_\_

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature:      Date:

*D. M. Higgins*      5/29/14

Teachers Union President Signature:      Date:

*Nancy Sanders*      5/29/14

Administrative Union President Signature:      Date:

*A. J. H.*      5/29/14

Board of Education President Signature:      Date:

*M. W. Yu*      5/29/14