



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

Commissioner of Education
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December 11, 2014

Revised

Dr. James Langlois, Interim Superintendent
Nassau BOCES
71 Clinton Road
Garden City, NY 11530

Dear Superintendent Langlois:

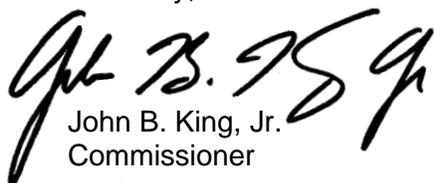
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, September 11, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 289000000000

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

289000000000

1.2) School District Name: NASSAU BOCES

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

NASSAU BOCES

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Re-submission to address deficiencies

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

Created Tuesday, April 30, 2013

Updated Monday, December 01, 2014

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Nassau BOCES-developed kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Nassau BOCES-developed first grade ELA assessment
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Reading Enterprise

	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.

The SLOs for Grades K-1 will utilize a Nassau BOCES-developed assessment in ELA that focuses on students' growth in various aspects of literacy (letter/sound association, high frequency words, identification of sight words, and writing). SLOs for students in grades two will utilize the STAR Reading Enterprise as a diagnostic tool and students in grade three will utilize the NYS ELA state assessment. Post-test results will be measured against baseline pretests to determine

growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. A differentiated target setting process will be used to create individual targets for our students. Targets will be determined by the teacher, the principal and the Executive Director of the program.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 92% - 100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 56% - 91% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 19% - 55% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% - 18% of the students meet or exceed the identified growth target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Nassau BOCES-developed kindergarten math assessment
1	District, regional, or BOCES-developed assessment	Nassau BOCES-developed first grade math assessment
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Math Enterprise

	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.

The SLOs for Grades K-1 will utilize a Nassau BOCES-developed assessment in math that focuses on students' growth in math skills. SLOs for students in grades two will utilize the STAR Math Enterprise as a diagnostic tool and students in grade three will utilize the NYS math state assessment. Post-test results will be measured against baseline pretests to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. A differentiated target setting process will be used to create individual targets for our students. Targets will be determined by the teacher, the principal and the Executive Director of the program.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 92% - 100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 56% - 91% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 19% - 55% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% - 18% of the students meet or exceed the identified growth target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	Not applicable	Not applicable

	Science	Assessment
8	Not applicable	Not applicable

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.	Sixth through eighth grade courses are Common Branch; teachers will be assessed through math and ELA assessments.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Not applicable

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable

7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	Sixth through eighth grade courses are Common Branch; teachers will be assessed through math and ELA assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Nassau BOCES developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students' scores for state growth in social studies will be measured using pre and post scores on a Nassau BOCES developed assessment except in grades where a state assessment will be used as the final examination. Historical data will be used to determine baseline and targets in grades where a state assessment will be used as the final examination. After the final administration or state assessment is administered and scored, the percentage of students meeting their individualized growth targets shall be determined. The percentage of students meeting
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the growth target will be converted to a scale score of 0 to 20 points. A differentiated target setting process will be used to create individual targets for our students. Targets will be determined by the teacher, the principal and the Executive Director of the program.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 92% - 100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 56% - 91% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 19% - 55% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% - 18% of the students meet or exceed the identified growth target.

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Not applicable	Not applicable

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.	Students' scores for state growth in science will be measured using pre and post scores on the NYS Regents examinations in Living Environment, Earth Science, and Chemistry. Historical data will be used to determine baseline and targets in grades where a state assessment will be used as the final examination. After the state assessment is administered and scored, the percentage of students meeting their individualized growth targets shall be determined. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. A differentiated target setting process will be used to create individual targets for our students. Targets will be determined by the teacher, the principal and the Executive Director of the program. Physics is a course not currently offered at our BOCES so this is not applicable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 92% - 100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 56% - 91% of the students meet or exceed the identified growth target.

Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 19% - 55% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% - 18% of the students meet or exceed the identified growth target.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students' scores for state growth in math will be measured using pre and post scores on the NYS Integrated Algebra 1, Geometry, and Algebra 2 exams. Where two exams are being utilized (2005/Common Core), the higher score of the two assessments will be used. When this is no longer allowable, only the Common Core exam will be used. Historical data will be used to determine baseline and targets in grades where a state assessment will be used as the final examination. After the state assessment is administered and scored, the percentage of students meeting their individualized growth targets shall be determined. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. A differentiated target setting process will be used to create individual targets for our students. Targets will be determined by the teacher, the principal and the Executive Director of the program.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 92% - 100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 56% - 91% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 19% - 55% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% - 18% of the students meet or exceed the identified growth target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Exam

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 in addition to the Common Core English Regents, or just the latter, 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.	Students' scores for state growth in English Language Arts will be measured using pre and post scores on a third party assessment (STAR Reading Enterprise), except in 11th grade where the NYS Comprehensive English Regents Exam will be used as the final examination. Historical data will be used to determine baseline and targets in grades where a state assessment will be used as the final examination. After the final administration or state assessment is administered and scored, the percentage of students meeting their individualized growth targets shall be determined. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. A differentiated target setting process will be used to create individual targets for our students. Targets will be determined by the teacher, the principal and the Executive Director of the program.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 92% - 100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 56% - 91% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 19% - 55% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% - 18% of the students meet or exceed the identified growth target.

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
Cosmetology	Grades 3 and up: State-approved 3rd party assessment	Cosmetology - CUSTOMIZED NOCTI
Culinary Arts	Grades 3 and up: State-approved 3rd party assessment	Culinary Arts Cook-Level 2 NOCTI
Fashion Design Technology	Grades 3 and up: State-approved 3rd party assessment	Apparel and Textile Production and Merchandising NOCTI
Police Science	Grades 3 and up: State-approved 3rd party assessment	Criminal Justice NOCTI
Network Cabling	District, Regional or BOCES-developed	Nassau BOCES developed assessment in network cabling
Computer Tech	Grades 3 and up: State-approved 3rd party assessment	Computer Repair Technology NOCTI
Aviation	District, Regional or BOCES-developed	Nassau BOCES developed assessment in aviation
Auto Collision Repair	District, Regional or BOCES-developed	Nassau BOCES developed assessment in auto collision repair
Auto Technology	Grades 3 and up: State-approved 3rd party assessment	Automotive Technician-Core NOCTI
Carpentry	Grades 3 and up: State-approved 3rd party assessment	Carpentry NOCTI
Construction Electricity	District, Regional or BOCES-developed	Nassau BOCES developed assessment in construction electricity
Welding	Grades 3 and up: State-approved 3rd party assessment	Welding Exam - National Center for Construction Education and Research
Advertising and Animation Design	Grades 3 and up: State-approved 3rd party assessment	Visual Communications and Media Design NOCTI
Audio Production	District, Regional or BOCES-developed	Nassau BOCES developed assessment in audio production
Video Production	Grades 3 and up: State-approved 3rd party assessment	Television Production NOCTI
Medical Assisting	Grades 3 and up: State-approved 3rd party assessment	Medical Assisting NOCTI
Nurse Assisting	Grades 3 and up: State-approved 3rd party assessment	Nursing Assistant NOCTI
Certified Personal Trainer	District, Regional or BOCES-developed	Nassau BOCES developed assessment in certified personal trainer
Child Development	Grades 3 and up: State-approved 3rd party assessment	Early Childhood Education and Care-Basic NOCTI
Animal Care	Grades 3 and up: State-approved 3rd party assessment	Small Animal Science CUSTOMIZED NOCTI

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	An SLO will be developed in accordance with regulations. Special education and CTE students' scores for state growth will be measured (depending upon the course) using either a Nassau BOCES-developed assessment, a state assessment, or a third party assessment. After a summative assessment is administered, results will be measured against the baseline pretests to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. A differentiated target setting process will be used to create appropriate individual targets for our students. Targets will be determined by the teacher, the principal and the Executive Director of the program.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 92% - 100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 56% - 91% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 19% - 55% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% - 18% of the students meet or exceed the identified growth target.

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

assets/survey-uploads/12186/588098-avH4IQNZMh/FinalNBgrowthForm2_10_AllOtherCourses1415_4.pdf

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/12186/588098-TXEttx9bQW/FINALStudent Growth Scores20_2014_15_2.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.

The Nassau BOCES is not using any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for Comparable Growth Measures.

2.13) Teachers with more than one growth measure

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

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable

growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, November 20, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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.	The Nassau BOCES’ Special Education department will utilize a third party assessment (STAR Reading Enterprise) in a measure that is different from the measure used for growth. Based on historical data provided by our students, Nassau BOCES will use the STAR Reading Enterprise data to determine specific achievement targets in reading. Targets shall be established with the teacher, principal, and the Executive Director of the program. After the final assessment is administered and scored, the percentage of students meeting or exceeding the established achievement target shall be determined. The percentage of students meeting the
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achievement target will be converted to a scale score of 0 to 15 points or a scale score of 0-20 using the chart in 3.13 until value added is implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 91% to 100% of the students reach their achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 52% to 90.9% of the students reach their achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 19.5% to 51.9% of the students reach their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 19.4% of the students reach their achievement target.

3.2) Grades 4-8 Math

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

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

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.	The Nassau BOCES' Special Education department will utilize a third party assessment (STAR Math Enterprise) in a measure that is different from the measure used for growth. Based on historical data provided by our students, Nassau BOCES will use the STAR Math Enterprise data to determine specific achievement targets in math. Targets shall be established with the teacher, principal, and the Executive Director of the program. After the final assessment is administered and scored, the percentage of students meeting the established achievement target shall be determined. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15 points or a scale score of 0-20 using the chart in 3.13 until value added is implemented.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 91% to 100% of the students reach their achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 52% to 90.9% of the students reach their achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 19.5% to 51.9% of the students reach their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 19.4% of the students reach their achievement target.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/588100-rhJdBgDruP/CONVERSION CHARTLOCAL15_3.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	Nassau BOCES developed kindergarten ELA assessment
1	7) Student Learning Objectives	Nassau BOCES developed first grade ELA assessment
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Reading Enterprise
3	9) Grades 3 and up: State-approved 3rd party assessments	STAR Reading Enterprise

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

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

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

For students in grades K-1, student learning objectives will be utilized in a measure that is different from the measure used for growth. A Nassau BOCES developed K-1 ELA assessment will be used to determine a specific achievement target in reading that will be established by the teacher, principal, and the Executive Director of the program. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points.

For students in grades 2 and 3, a third party assessment (STAR Reading Enterprise) will be utilized in a measure that is different from the measure used for growth. Based on historical and diagnostic data provided by our second and third grade students, the Nassau BOCES will use the STAR Reading Enterprise data to determine achievement targets in reading. After the final assessment is administered and scored, the percentage of students meeting the established achievement target shall be determined. Targets shall be established with the teacher, principal, and the Executive Director of the program. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 92% to 100% of the students reach their achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 56% to 91% of the students reach their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 19% to 55% of the students reach their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 18% of the students reach their achievement target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	Nassau BOCES developed kindergarten math assessment
1	7) Student Learning Objectives	Nassau BOCES developed first grade math assessment
2	4) Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Math Enterprise
3	9) Grades 3 and up: State-approved 3rd party assessments	STAR Math Enterprise

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.	<p>For students in grades K-1, student learning objectives will be utilized in a measure that is different from the measure used for growth. A Nassau BOCES developed K-1 math assessment will be used to determine a specific achievement target in math that will be established by the teacher, principal, and the Executive Director of the program. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points.</p> <p>For students in grades 2 and 3, a third party assessment (STAR Math Enterprise) will be utilized in a measure that is different from the measure used for growth. Based on historical and diagnostic data provided by our second and third grade students, the Nassau BOCES will use the STAR Math Enterprise data to determine achievement targets in math. After the final</p>
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assessment is administered and scored, the percentage of students meeting the established achievement target shall be determined. Targets shall be established with the teacher, principal, and the Executive Director of the program. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 92% to 100% of the students reach their achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 56% to 91% of the students reach their achievement target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 19% to 55% of the students reach their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 18% of the students reach their achievement target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	All teachers included above are common branch and will be receiving their HEDI scores from ELA and math.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	All teachers included above are common branch and will be receiving their HEDI scores from ELA and math.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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	4) State-approved 3rd party assessments	STAR Reading Enterprise
Global 2	4) State-approved 3rd party assessments	STAR Reading Enterprise
American History	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The focus of the Nassau BOCES departments of special education and CTE is on comprehension and academic vocabulary in all content areas. As a result, a third party assessment (STAR Reading Enterprise) will be utilized in a measure that is different from the measure used for growth to assess the achievement of our students. Based on historical data, Nassau BOCES will use the STAR Reading Enterprise data to determine a target achievement score. Targets shall be established with the teacher, principal, and the Executive Director of the program. After the final assessment is administered and scored, the percentage of students meeting the established achievement target shall be determined. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated highly effective if 92% to 100% of the students reach their achievement target.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if 56% to 91% of the students reach their achievement target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if 19% to 55% of the students reach their achievement target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if 0% to 18% of the students reach their achievement target.</p>

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	4) State-approved 3rd party assessments	STAR Reading Enterprise
Earth Science	4) State-approved 3rd party assessments	STAR Reading Enterprise
Chemistry	4) State-approved 3rd party assessments	STAR Reading Enterprise
Physics	Not applicable	Not applicable

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at</p>	<p>The focus of the Nassau BOCES departments of special education and CTE is on comprehension and academic vocabulary in all content areas. As a result, a third party</p>
---	--

3.13, below.

assessment (STAR Reading Enterprise) will be utilized in a measure that is different from the measure used for growth to assess the achievement of our students. Based on historical data, Nassau BOCES will use the STAR Reading Enterprise data to determine a target achievement score. Targets shall be established with the teacher, principal, and the Executive Director of the program. After the final assessment is administered and scored, the percentage of students meeting the established achievement target shall be determined. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points. Physics is not a course currently offered at the Nassau BOCES.

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

A teacher will be rated highly effective if 92% to 100% of the students reach their achievement target.

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

A teacher will be rated developing if 19% to 55% of the students reach their achievement target.

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

A teacher will be rated effective if 56% to 91% of the students reach their achievement target.

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

A teacher will be rated ineffective if 0% to 18% of the students reach their achievement target.

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	4) State-approved 3rd party assessments	STAR Math Enterprise
Geometry	4) State-approved 3rd party assessments	STAR Math Enterprise
Algebra 2	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

A third party assessment (STAR Math Enterprise) will be utilized in a measure that is different from the measure used for growth to assess the achievement of our students in math. Based on historical data, the Nassau BOCES will use the STAR Math Enterprise data to determine a target achievement score. Targets

shall be established with the teacher, principal, and the Executive Director of the program. After the final assessment is administered and scored, the percentage of students meeting the established achievement target shall be determined. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 92% to 100% of the students reach their achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 56% to 91% of the students reach their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 19% to 55% of the students reach their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 18% of the students reach their achievement target.

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	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 10 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 11 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise

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 in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A third party assessment (STAR Reading Enterprise) will be utilized in a measure that is different from the measure used for growth to assess the achievement of our students in ELA. Based on historical data, the Nassau BOCES will use the STAR Reading Enterprise data to determine a target achievement score. Targets shall be established with the teacher, principal, and the Executive Director of the program. After the final assessment is administered and scored, the percentage of students meeting the established achievement target shall be determined. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 92% to 100% of the students reach their achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 56% to 91% of the students reach their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 19% to 55% of the students reach their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 18% of the students reach their achievement target.

3.12) All Other Courses

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

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Cosmetology	4) Grades 3 and up: State-approved 3rd party	Cosmetology Customized NOCTI
Culinary Arts	4) Grades 3 and up: State-approved 3rd party	Culinary Arts - Level 2 Cook NOCTI
Fashion Design Technology	4) Grades 3 and up: State-approved 3rd party	Apparel and Textile Production and Merchandising NOCTI
Police Science	4) Grades 3 and up: State-approved 3rd party	Criminal Justice NOCTI
Animal Care	4) Grades 3 and up: State-approved 3rd party	Small Animal Science - CUSTOMIZED NOCTI
Network Cabling Tech	4) Grades 3 and up: State-approved 3rd party	21st Century Skills for Workplace Success NOCTI
Construction Electricity	4) Grades 3 and up: State-approved 3rd party	Electrical Construction Technology NOCTI
Auto Collision Technician	4) Grades 3 and up: State-approved 3rd party	Collision Repair Technology NOCTI
Aviation	4) Grades 3 and up: State-approved 3rd party	21st Century Skills for Workplace Success NOCTI
Auto Technology	4) Grades 3 and up: State-approved 3rd party	Automotive Technician Core NOCTI
Carpentry	4) Grades 3 and up: State-approved 3rd party	Carpentry Level One Exam - National Center for Construction Education and Research
Retail	4) Grades 3 and up: State-approved 3rd party	Retail Merchandising NOCTI

Welding	4) Grades 3 and up: State-approved 3rd party	Welding Exam - National Center for Construction Education and Research
Advertising and Animation Design	4) Grades 3 and up: State-approved 3rd party	Visual Communication and Media Design NOCTI
Audio Production	4) Grades 3 and up: State-approved 3rd party	21st Century Skills for Workplace Success NOCTI
Video Production and Digital Film Making	4) Grades 3 and up: State-approved 3rd party	Television Production NOCTI
Health Skills	4) Grades 3 and up: State-approved 3rd party	Health Assisting NOCTI
Nurse Assisting	4) Grades 3 and up: State-approved 3rd party	Nursing Assistant NOCTI
Certified Personal Trainer	4) Grades 3 and up: State-approved 3rd party	21st Century Skills for Workplace Success NOCTI
Child Development	4) Grades 3 and up: State-approved 3rd party	Early Childhood Development and Services NOCTI

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.	State-approved third party assessments or Nassau BOCES developed assessments in CTE or the arts will provide benchmarks for student achievement. Nassau BOCES will utilize these assessments in a measure that is different from the measure used for growth to assess the achievement of our CTE and special education students. Based on historical data, Nassau BOCES students will meet a targeted achievement score on third party assessments. Targets shall be established with the teacher, principal, and the Executive Director of the program. After the final assessment is administered and scored, the percentage of students meeting the established achievement target shall be determined. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 92% to 100% of the students reach their achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 56% to 91% of the students reach their achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 19% to 55% of the students reach their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 18% of the students reach their achievement target.

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

assets/survey-uploads/12149/588100-Rp0OI6pk1T/FinalNBLocalAllOtherCourses1415_1.pdf

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/588100-y92vNseFa4/CONVERSION CHARTLOCAL20_3.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

We will not have any teachers with more than one local 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

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

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, November 18, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	
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	

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.

A full 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the SED-approved list of rubrics, Danielson's ASCD Teacher Performance Rubric will be used to evaluate teachers.

A conversion table has been designed that assigns every possible cumulative score on the Danielson rubric, including zero, to a point on the HEDI scale between 0 and 60. Each sub-component of the Danielson rubric will be rated on a scale of 0-4 (0=Ineffective; 2=Developing; 3=Effective; 4=Highly Effective). Based on all the evidence gathered from multiple observations throughout the course of the year, as well as evidence collected (including submission of artifacts), a final score for each sub-component will be determined. The sub-component scores will be averaged to arrive at a final domain score. Each domain in the Danielson rubric has equal weight. Domains will then be averaged and converted using the attached HEDI chart. The 0-4 average rubric scores are the minimum values necessary to earn each corresponding HEDI point. Although the rubric conversion to 60 points may involve a decimal, the final composite score will be a whole number. In no instance will rounding result in a teacher scoring outside of her/his HEDI band. Please see attached conversion scale.

Points are assigned as follows:

Domain 1: Planning and Preparation - 15 points

Domain 2: The Classroom Environment - 15 points

Domain 3: Instruction - 15 points

Domain 4: Professional Responsibilities - 15 points

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/12179/588101-eka9yMJ855/Danielson_Teachers Perf Rubric Scale Converter Rubric to HEDI Conv Table1415_2.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Using Danielson's ASCD Framework for Teaching as well as multiple classroom visits, a Nassau BOCES teacher will be considered highly effective if he or she obtains a score of 57-60.
Effective: Overall performance and results meet NYS Teaching Standards.	Using Danielson's ASCD Framework for Teaching as well as multiple classroom visits, a Nassau BOCES teacher will be considered effective if he or she obtains a score of 50-56.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Using Danielson's ASCD Framework for Teaching as well as multiple classroom visits, a Nassau BOCES teacher will be considered developing if he or she obtains a score of 38-49.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Using Danielson's ASCD Framework for Teaching as well as multiple classroom visits, a Nassau BOCES teacher will be considered ineffective if he or she obtains a score of 0-37.

Provide the ranges for the 60-point scoring bands.

Highly Effective	3.7 - 4.0 / 57-60 points
Effective	2.9 - 3.6 / 50-56 points
Developing	1.9 - 2.8 / 38-49 points
Ineffective	0 - 1.8 / 0-37 points

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	4
Informal/Short	0
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 Thursday, July 17, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

Highly Effective	57-60
Effective	50-56
Developing	38-49
Ineffective	0-37

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, November 18, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/12193/588103-Df0w3Xx5v6/RevisedSEDNBteacherimprovementplan.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Within twelve (12) school days of receipt of a teacher's composite effectiveness score or issuance of a Teacher Improvement Plan, the teacher may request, in writing, review by the District Superintendent or his/her designee.
2. The appeal writing shall articulate the particular basis of the appeal to the District Superintendent or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. A teacher may not file

multiple appeals regarding the same annual professional performance review or teacher improvement plan.

3. The grounds for appeal shall be limited to those articulated in Education Law §3012-c, which are:

a) the Nassau BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;

b) the adherence to the Commissioner's regulations 8 NYCRR 30-2, as applicable to such reviews;

c) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

d) the Nassau BOCES' issuance and/or implementation of the terms of a Teacher Improvement Plan under Education Law §3012-c.

4. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

5. Within twelve (12) school days of receipt of the appeal, the District Superintendent or his/her designee shall render a determination, in writing, respecting the appeal. The determination shall state the basis for the decision with reasonable particularity.

6. For tenured teachers, a final quality rating of ineffective, or a second consecutive developing rating, or a developing rating that immediately follows an ineffective rating, are the only ratings subject to appeal. Tenured teachers who receive a rating of highly effective or effective or developing (except as set forth above) shall not be permitted to appeal their rating but may elect to submit a written response to their final quality rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within twelve (12) school days of the teacher's receipt of his or her composite effectiveness score.

7. Non-tenured teachers shall not be permitted to appeal any aspect of their APPR evaluation, or the BOCES' issuance and/or implementation of the terms of a Teacher Improvement Plan. Probationary teachers who are rated highly effective, effective, developing, or ineffective may elect to submit a written response to their final quality rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within twelve (12) school days of the teacher's receipt of his or her composite effectiveness score.

8. The District Superintendent's decision regarding the content and substance of the teacher's APPR evaluation and rating shall be final and binding and shall not be subject to the grievance procedures of the labor agreement between the parties, except as hereinafter set forth. A teacher may assert a violation of the procedural aspects of the APPR Plan as a Type "A" grievance, as set forth in Article VII "Grievance Procedure" of the parties' collective bargaining agreement. This process will be timely and expeditious.

9. This appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher's annual professional performance review and/or improvement plan. A teacher may not resort to any other administrative, contractual or judicial forum for the resolution of challenges and appeals respecting his or her annual professional performance review and/or improvement plan.

10. The parties agree that annually, at either party's election, they will reopen negotiations respecting the content of the parties' APPR plan, including this appeals process. Such request for reopening negotiations shall be commenced by a writing sent by either party to the other. Any changes to the plan will be accurately reflected in a new submission of the Nassau BOCES APPR plan to SED.

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.

Nassau BOCES will ensure that all evaluators/lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities and consist of a minimum of one day. Evaluator training will replicate the recommended New York State Education Department's ("NYSED") model certification process.

Nassau BOCES will ensure that the Deputy Superintendent, Associate Superintendent for Educational Services, Executive Directors and specific Assistant Directors are trained as lead evaluators. Training The District Superintendent will certify lead evaluators upon

receipt of proper documentation that the individual has fully completed training. The District Superintendent will maintain records of certification of evaluators. Evaluator training will be conducted by members of the Nassau BOCES Network Team and/or other personnel who have participated in the NYSED evaluator training for network teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on an annual basis.

The Nassau BOCES will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The Nassau BOCES anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments and/or annual calibration sessions across evaluators. This training will include the following requirements for lead evaluators/evaluators:

- New York State Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of student growth percentile and value added growth model data.
- Application and use of the state-approved teacher rubrics
- Application and use of any assessment tools used to evaluate teachers
- Application and use of state-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers
- Specific considerations in evaluating teachers of ELLs and students with disabilities.

In addition, the District Superintendent's designee(s) will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility. Lead evaluators will train and certify other evaluators in the Nassau BOCES based on the same model.

All lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment. The Nassau BOCES will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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 Thursday, December 04, 2014

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

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

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

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

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

4-9 SWD
K-12 SWD
K-5 - Special Education school (academic program)
6-9 - Special Education school (academic program)
9-12 - Special education schools (academic programs)

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-3 SWD	District, regional, or BOCES-developed	Nassau BOCES developed K-2 ELA assessment and the grade 3 ELA/math assessments (if applicable)
4-9 SWD	State assessment	NYSAA, grades 4-8 ELA/math assessments
10-12 SWD	District, regional, or BOCES-developed	Nassau BOCES developed 10-12 assessment in ELA and math
9-12 Arts Program	District, regional, or BOCES-developed	Nassau BOCES developed 9-12 assessment in the arts
9-12 Career and Technical Education Program	Grades 3 and up: State-approved 3rd party assessment	All NOCTIs given in the building

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.

Principals earn points on their evaluation based upon the performance of students in the school utilizing SLO results. Depending upon the configuration of each building, an SLO will be developed utilizing a Nassau BOCES developed assessment, a state assessment, or a state approved third party exam. A principal's evaluation will be based on the performance of students who reach or exceed their individual target scores utilizing a baseline measure established with a pre-test for the course/grade. After the examinations are administered and scored, the percentage of students meeting their individualized growth targets shall be determined. Targets will be determined by the principal in consultation with the Executive Director. The percentage of students meeting the target will be converted to a score of 0 to 20 points. Should a principal receive 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 the Nassau BOCES will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

For the 4-9, K-12, K-5, 6-9, and 9-12 building(s), the Nassau BOCES will utilize the state-provided growth score for ELA and math for the above listed principal(s). If such score represents less than 30% of the students supervised by the principal, the Nassau BOCES will set SLOs for the largest course(s) in the building until at least 30% of students are covered. Where such courses end in a state assessment, that assessment will be used with the SLO. The state-provided scores will then be weighted proportionately with the SLO result(s) for a final HEDI score. The SLO process will be the same identified in the above paragraph. In addition, please see the upload below for the buildings listed in this section.

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

A principal will be considered highly effective if 92% to 100% of the students in the school meet or exceed their individual targeted goals on assessments administered at the end of the school year/course.

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

A principal will be considered effective if 56% to 91% of the students in the school meet or exceed their individual targeted goals on assessments administered at the end of the school year/course.

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

A principal will be considered developing if 19% to 55% of the students in the school meet or exceed their individual targeted goals on assessments administered at the end of the school year/course.

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

A principal will be considered ineffective if 0% to 18% of the students in the school meet or exceed their individual targeted goals on assessments administered at the end of the school year/course.

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

assets/survey-uploads/12156/588104-lha0DogRNw/FINALStudent Growth Scores20_2014_15_2.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: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, November 18, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
4-9 SWD	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
K-12 SWD	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
K-5 Special Education school (academic program)	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
6-9 Special Education school (academic program)	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
9-12 Special education schools (academic program)	(d) measures used by district for teacher evaluation	STAR Reading Enterprise

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.	Principals will earn points in their evaluation based upon the performance of students in their schools on a third party assessment. A principal's evaluation will be based upon the percentage of students who reach or exceed their individual achievement scores. Targets shall be determined by the principal, in consultation with the Executive Director. The percentage of students meeting the target will be converted to a score of 0 to 15 or a score of 0-20 (see chart in task 8.2) will be used until value added is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be considered highly effective if 91% to 100% of the students meet or exceed the Nassau BOCES locally determined achievement score on a third party assessment.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be considered effective if 52% to 90.9% of the students meet or exceed the Nassau BOCES locally determined achievement score on a third party assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be considered developing if 19.5% to 51.9% of the students meet or exceed the Nassau BOCES locally determined achievement score on a third party assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be considered ineffective if 0% to 19.4% of the students meet or exceed the Nassau BOCES locally determined achievement score on a third party assessment.

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/12190/588105-qBFVOWF7fC/CONVERSION CHARTLOCAL15_1.pdf

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

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

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

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

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

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

with high school grades

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3 SWD	(d) measures used by district for teacher evaluation	Nassau BOCES developed K-3 ELA assessment
9-12 Career and Technical Education Program	(d) measures used by district for teacher evaluation	All NOCTIs utilized in the building
10-12 SWD	(d) measures used by district for teacher evaluation	Nassau BOCES developed 10-12 assessment in ELA and math
9-12 arts program	(d) measures used by district for teacher evaluation	Nassau BOCES developed 9-12 assessment in the arts

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.	Principals earn points on their evaluation based on the performance of students in the school on locally developed assessments or on a third party assessment. After the final designated assessments are administered and scored, the percentage of students meeting their individualized achievement targets shall be determined for each individual program. The achievement targets will be set by the principals of each program in consultation with each respective Executive Director. The percentage of students meeting the target will be converted to a score of 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be considered highly effective if 92% - 100% of the students meet or exceed the Nassau BOCES locally determined achievement score on a measure of student performance on a third party assessment or the Nassau BOCES developed assessments.

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be considered effective if 56% - 91% of the students meet or exceed the Nassau BOCES locally determined achievement score on a measure of student performance on a third party assessment or the Nassau BOCES developed assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be considered developing if 19% - 55% of the students meet or exceed the Nassau BOCES locally determined achievement score on a measure of student performance on a third party assessment or the Nassau BOCES developed assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be considered ineffective if 0% - 18% of the students meet or exceed the Nassau BOCES locally determined achievement score on a measure of student performance on a third party assessment or the Nassau BOCES developed assessments.

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

(No response)

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

[assets/survey-uploads/12190/588105-T8MIGWUVm1/CONVERSION CHARTLOCAL20_1.pdf](#)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

We do not have any principals with more than one locally selected measure.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, November 18, 2014

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9.1) Principal Practice Rubric

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

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

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

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

A full 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the SED-approved list of rubrics, the Multidimensional Principal Performance Rubric (from Learner-Centered Initiatives, Ltd.) will be used to evaluate principals.

A conversion table has been developed that assigns every possible cumulative score on the Multidimensional rubric, including zero, to a point on the HEDI scale between 0 and 60. Each domain of the rubric will be rated on a scale of 0-4 (0=Ineffective; 2=Developing; 3=Effective; 4=Highly Effective). Based on all the evidence gathered from multiple observations throughout the course of the year, a final score for each domain of the Multidimensional rubric will be determined for each principal.

Points are assigned to each of seven (7) sections as follows:

Domain 1: 5
 Domain 2: 10
 Domain 3: 10
 Domain 4: 10
 Domain 5: 5
 Domain 6: 5
 Other - Goals: 15

Each single domain score is weighted based on the point allocation listed above. Once a final rubric score is obtained, it will be aligned to a 0-60 scale (see attached). Domains will then be combined and converted using the attached HEDI chart. The 0-4 average rubric scores are the minimum values necessary to earn each corresponding HEDI point. Although the rubric conversion to 60 points may involve a decimal, the final 0-60 composite score will be a whole number. In no instance will rounding result in a principal scoring outside of her/his HEDI band.

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/12205/588106-pMADJ4gk6R/Multi Prof Perf Rubric Scale Converter Rubric to HEDI Conv Table1415_2.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.	Based upon a broad assessment of principal leadership and management actions based on the Multidimensional rubric and multiple school visits, a principal will be deemed highly effective if he or she obtains 57-60 points.
Effective: Overall performance and results meet standards.	Based upon a broad assessment of principal leadership and management actions based on the Multidimensional rubric and multiple school visits, a principal will be deemed effective if he or she obtains 50-56 points.
Developing: Overall performance and results need improvement in order to meet standards.	Based upon a broad assessment of principal leadership and management actions based on the Multidimensional rubric and multiple school visits, a principal will be deemed developing if he or she obtains 38-49 points.
Ineffective: Overall performance and results do not meet standards.	Based upon a broad assessment of principal leadership and management actions based on the Multidimensional rubric and multiple school visits, a principal will be deemed ineffective if he or she obtains 0-37 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	50-56
Developing	38-49
Ineffective	0-37

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, August 12, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57-60
Effective	50-56
Developing	38-49
Ineffective	0-37

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, November 18, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/588108-Df0w3Xx5v6/NBprincipalimprovementplan20141_1.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Within twelve (12) school days of receipt of a principal's composite effectiveness score or issuance of a Principal Improvement Plan, the principal may request, in writing, review by the District Superintendent or his/her designee, provided that such designee shall not be the principal's lead evaluator and shall be a member of the BOCES' Cabinet;

2. The appeal writing shall articulate the particular basis of the appeal to the District Superintendent or his/her designee. Failure to

articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. A principal may not file multiple appeals regarding the same annual professional performance review or principal improvement plan.

3. The grounds for appeal shall be limited to those articulated in Education Law §3012-c, which are:

a) the Nassau BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;

b) the adherence to the Commissioner's regulations 8 NYCRR 30-2, as applicable to such reviews;

c) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

d) the Nassau BOCES' issuance and/or implementation of the terms of a Principal Improvement Plan under Education Law §3012-c.

4. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

5. Within twelve (12) school days of receipt of the appeal, the District Superintendent or his/her designee shall render a determination, in writing, respecting the appeal. The determination shall state the basis for the decision with reasonable particularity.

6. For tenured principals, a final quality rating of ineffective, or a second consecutive developing rating, or a developing rating that immediately follows an ineffective rating, are the only ratings subject to appeal. Tenured principals who receive a rating of highly effective or effective or developing (except as set forth above) shall not be permitted to appeal their rating but may elect to submit a written response to their final quality rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within twelve (12) school days of the principal's receipt of his or her composite effectiveness score.

7. Non-tenured principals shall not be permitted to appeal any aspect of their APPR evaluation, or the BOCES' issuance and/or implementation of the terms of a Principal Improvement Plan. Probationary principals who are rated highly effective, effective, developing, or ineffective may elect to submit a written response to their final quality rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within twelve (12) school days of the principal's receipt of his or her composite effectiveness score.

8. The determination of the District Superintendent shall be final and binding and shall not be grievable, arbitrable, or reviewable in any other forum.

9. This appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's annual professional performance review and/or improvement plan. A principal may not resort to any other administrative, contractual or judicial forum for the resolution of challenges and appeals respecting his or her annual professional performance review and/or improvement plan.

10. The parties agree that annually, at either party's election, they will reopen negotiations respecting the content of the parties' APPR plan, including this appeals process. Such request for reopening negotiations shall be commenced by a writing sent by either party to the other. Any changes to the plan will be accurately reflected in a new submission of the Nassau BOCES APPR plan to SED.

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.

Nassau BOCES will ensure that the Deputy Superintendent, Associate Superintendent for Educational Services, Executive Directors and specific Assistant Directors are trained as lead evaluators for a minimum of one day. The District Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The District Superintendent will maintain records of certification of evaluators. Evaluator training will be conducted by members of the Nassau BOCES Network Team and/or other personnel who have participated in the NYSED evaluator training for network teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on an annual basis.

The Nassau BOCES will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and

protocols recommended in training for lead evaluators. The Nassau BOCES anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments and/or annual calibration sessions across evaluators. This training will include the following requirements for lead evaluators/evaluators:

- New York State Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of student growth percentile and value added growth model data.
- Application and use of the state-approved teacher and principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of state-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities.

In addition, the District Superintendent's designee(s) will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility. Lead evaluators will train and certify other evaluators in the Nassau BOCES based on the same model.

For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment. The Nassau BOCES will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, December 03, 2014

Updated Thursday, December 11, 2014

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12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/2128795-3Uqgn5g9Iu/DecemberAPPR District Certification Form 121114.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 – NASSAU BOCES

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
Graphics Skills	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Retail/Business Service Skills	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Construction Trades	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Health	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in health
Animal Care Skills	State-approved 3rd party assessment	Nassau BOCES developed assessment in animal care

		skills
Auto Skills	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Auto Technology	State-approved 3rd party assessment	Auto Technician – Core NOCTI
Culinary Arts Skills	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Horse Science	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in horse science
Plumbing	State-approved 3rd party assessment	Plumbing NOCTI
Small Engine Repair	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Pharmacy Technician	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in pharmacy technician
Physical Therapy Aide	State-approved 3rd party assessment	Health Assist NOCTI

Health Skills	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Barbering	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in barbering
Dental Assisting	State-approved 3rd party assessment	Dental Assisting NOCTI
Veterinary Science	State-approved 3rd party assessment	Small Animal Science – Customized NOCTI
SWD NYSAA , K-12	State Assessment	NYSAA
Physical Education	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in physical education in grades K-12
Music	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in music in grades K-12
Dance	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in dance

Theater	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in theater
College English	State-approved 3rd party assessment	STAR Reading Enterprise
Art	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in art in grades K-12
College Prep Math	State-approved 3rd party assessment	STAR Math Enterprise
Exploring Physical Science and Research	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in exploring physical science and research
4-8 ELA	State Assessment	ELA state assessment
4-8 math	State Assessment	Math state 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 general process for assigning HEDI categories for these grades/subjects in	An SLO will be developed in accordance with regulations. Special education and CTE students' scores for state growth will be measured (depending
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>upon the course) using either a Nassau BOCES-developed assessment, state assessment, or a third party assessment. After a summative assessment is administered, results will be measured against the baseline pretests to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. A differentiated target setting process will be used to create appropriate individual targets for our students. Targets will be determined by the teacher, the principal and the Executive Director of the program.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher will be rated highly effective if 92% - 100% of the students meet or exceed the identified growth target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A teacher will be rated effective if 56% - 91% of the students meet or exceed the identified growth target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A teacher will be rated developing if 19% - 55% of the students meet or exceed the identified growth target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>A teacher will be rated ineffective if 0% - 18% of the students meet or exceed the identified growth target.</p>

CONVERSION CHART - STUDENT GROWTH – 20%

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

CONVERSION CHART –LOCAL ACHIEVEMENT– 15%

	HEDI Points	Target	HEDI Scores
Ineffective	0	0%	0 to 6.4%
	1	6.5%	6.5% to 12.9%
	2	13.0%	13% to 19.4%
Developing	3	19.5%	19.5% to 25.9%
	4	26.0%	26.0% to 32.4%
	5	32.5%	32.5% to 38.9%
	6	39.0%	39.0% to 45.4%
	7	45.5%	45.5% to 51.9%
Effective	8	52.0%	52.0% to 58.4%
	9	58.5%	58.5% to 64.9%
	10	65.0%	65.0% to 71.4%
	11	71.5%	71.5% to 77.9%
	12	78.0%	78.0% to 84.4%
	13	84.5%	84.5% to 90.9%
Highly Effective	14	91.0%	91.0% to 99.9%
	15	100%	100%

Form 3.12) All Other Courses – Nassau BOCES

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
Graphic Skills	State-approved 3rd party assessment	Nassau BOCES developed assessment in graphic skills
Construction Trades	State-approved 3rd party assessment	Nassau BOCES developed assessment in construction trades
Health	State-approved 3rd party assessment	STAR Reading Enterprise
Animal Care Skills	State-approved 3rd party assessment	Small Animal Science Customized NOCTI
Auto Skills	State-approved 3rd party assessment	Automotive Technician Core NOCTI
Computer Tech	State-approved 3rd party assessment	Computer Repair Technology NOCTI

Culinary Arts Skills	State-approved 3rd party assessment	Culinary Arts Level 1 – Prep Cook NOCTI
Horse Science	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Plumbing	State-approved 3rd party assessment	Plumbing NOCTI
Small Engine Repair	State-approved 3rd party assessment	Small Engine Technology NOCTI
Pharmacy Technician	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Physical Therapy Aide	State-approved 3rd party assessment	Health Assisting NOCTI
Health Skills	State-approved 3rd party assessment	Health Assisting NOCTI
Barbering	State-approved 3rd party assessment	21 ST Century Skills for Workplace Success NOCTI
Dental Assisting	State-approved 3rd party assessment	Dental Assisting NOCTI
Medical Assisting	State-approved 3rd party assessment	Medical Assisting NOCTI

Veterinary Science	State-approved 3rd party assessment	Small Animal Science – Customized NOCTI
SWD NYSAA K-12	State Assessment	NYSAA
Physical Education	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in physical education
Music	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in music
Dance	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in dance
Theater	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in theater
Marine Science	State-approved 3rd party assessment	STAR Reading Enterprise
College English	State-approved 3rd party assessment	STAR Reading Enterprise
Parenting	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in

		parenting
Art	District, Regional or BOCES developed assessment	Nassau BOCES developed assessment in art
College Prep Math	State-approved 3rd party assessment	STARS Math Enterprise

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	State-approved third party assessments or Nassau BOCES developed assessments in CTE or the arts will provide benchmarks for student achievement. Nassau BOCES will utilize these assessments in a measure that is different from the measure used for growth to assess the achievement of our CTE and special education students. Based on historical data, Nassau BOCES students will meet a targeted achievement score on third party assessments. Targets shall be established with the teacher, principal, and the Executive Director of the program. After the final assessment is administered and scored, the percentage of students meeting the established achievement target shall be determined. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 92% to 100% of the students reach their achievement target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 56% to 91% of the students reach their achievement target.

Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 19% to 55% of the students reach their achievement target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 18% of the students reach their achievement target.

CONVERSION CHART – LOCAL ACHIEVEMENT – 20%

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

Danielson Professional Performance Rubric Scale Converter for Summative Evaluations			
Rubric to HEDI Conversion Table			
HEDI Level	Converted Rubric Score	HEDI Score	% of Max Points
Ineffective	0.00	0	0%
	0.05	1	2%
	0.10	2	3%
	0.15	3	5%
	0.20	4	7%
	0.26	5	8%
	0.31	6	10%
	0.36	7	12%
	0.41	8	13%
	0.46	9	15%
	0.51	10	17%
	0.56	11	18%
	0.61	12	20%
	0.66	13	22%
	0.72	14	23%
	0.77	15	25%
	0.82	16	27%
	0.87	17	28%
	0.92	18	30%
	0.97	19	32%
	1.02	20	33%
	1.07	21	35%
	1.12	22	37%
	1.17	23	38%
	1.23	24	40%
	1.28	25	42%
	1.33	26	43%
	1.38	27	45%

Teachers

	1.43	28	47%
	1.48	29	48%
	1.53	30	50%
	1.58	31	52%
	1.63	32	53%
	1.69	33	55%
	1.74	34	57%
	1.79	35	58%
	1.84	36	60%
	1.89	37	62%
Developing	1.90	38	63%
	1.99	39	65%
	2.08	40	67%
	2.17	41	68%
	2.26	42	70%
	2.35	43	72%
	2.44	44	73%
	2.53	45	75%
	2.62	46	77%
	2.71	47	78%
	2.80	48	80%
	2.89	49	82%
Effective	2.90	50	83%
	3.03	51	85%
	3.16	52	87%
	3.30	53	88%
	3.43	54	90%
	3.56	55	92%
	3.69	56	93%
Highly Effective	3.70	57	95%
	3.80	58	97%
	3.90	59	98%
	4.00	60	100%

Teacher Improvement Plan

The New York State Board of Regents has committed to the transformation of the preparation, support, and evaluation of all teachers and school leaders in New York State. Chapter 21 of the Laws of 2012 amended Education Law §3012-c to fundamentally change the way teachers and principals are evaluated. The purpose of the evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices.

If a teacher is rated “Developing” or “Ineffective,” the school district or BOCES is required to develop and implement a teacher improvement plan (TIP) no later than 10 school days from the opening of classes in the school year following the school year for which such teacher’s performance is being measured. The teacher may choose to have a union representative present at the initial planning meeting to develop the improvement plan. Tenured teachers with a pattern of ineffective teaching or performance – defined by law as two consecutive annual “Ineffective” ratings – may be charged with incompetence and considered for termination through an expedited hearing process.

All teachers rated “developing” or “ineffective” the previous year shall have four formative evaluations and a summative evaluation. These evaluations will be conducted as formal observations, which will be scheduled on a quarterly basis. Improvement goals will be developed and assigned based on areas of unsatisfactory performance or improvement needed on performance as noted in previous evaluations. The goals will be written on goal sheets. The progress will be evaluated quarterly with improvement noted or areas of concern continued. The goals will be modified as necessary. The summative evaluation will be completed in June and will be based on the achievement of the goals, as well as on all components of professional practice.

Teacher Improvement Plan

Date: _____

Reasons for Improvement Plan: Describe the specific reasons why this plan is being implemented (refer to evidence collected)

Purpose of the Plan: Describe the plan's purpose (e.g., provide goals and suggestions to help the teacher improve in areas of noted deficiencies).

Areas of Improvement Needed: Describe the teacher's conduct or performance that needs improvement; evidence should support description.

Targeted Goals: Describe specific goals for improvement in concise, specific terms. Describe the professional learning activities that the teacher must complete that are linked to the areas that need improvement. Collaborate with the teacher to work out how gains will be made. For example, if a teacher is having difficulties with classroom behavior management, a set of action steps could look like this: "1) Shadow another educator within the same grade who displays excellent classroom behavior management, 2) Participate in an informative workshop, 3) Create an individual discipline plan for your classroom, 4) Implement your plan."

Timeline: State the duration of the Improvement Plan (include a start and end date). Discuss the consequences if the teacher does not improve his or her performance within the agreed upon timeline.

Assessment of Improvement: Describe how the evaluator will assess the teacher's improvement (include evidence obtained from future observations, staff development, formative conferences, periodic updates, etc.) Detail how the teacher and the supervisor will meet to review the plan to share evidence and artifacts to measure progress.



Teacher Improvement Plan

Differentiation of Activities to Support Improvement: Describe the various activities or resources that are available to the teacher that will support targeted improvement goals. State the additional support and assistance that the teacher will receive.

Signatures:

Principal

Teacher

Date

Date

I have read the information outlined in this improvement plan. Although I may not agree with the assessment of my supervisor, I understand that if I do not make improvements in the areas of deficiency and follow the suggestions listed within this letter that I may be recommended for suspension, demotion, non-reemployment, or dismissal.

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

7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points) *For Buildings that may require an SLO back-up*

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-12	State assessment	The NYS grades 4-8 ELA/Math assessments and the Integrated/CC Algebra Regents* and the Comprehensive English Regents**
K-5	State assessment	The NYS 4-5 ELA and Math State assessments
6-9	State assessment	NYS ELA and math state assessments in grades 6-8
9-12	State assessment	Integrated/CC Algebra Regents* and the Comprehensive English Regents**

* Where both the Integrated/CC Algebra Regents are being utilized, the higher score of the two assessments will be used. When this is no longer allowable, only the Common Core exam will be used.

**Beginning in 2015-16, only the Common Core English Regents will be administered.

CONVERSION CHART –LOCAL ACHIEVEMENT– 15%

	HEDI Points	Target	HEDI Scores
Ineffective	0	0%	0 to 6.4%
	1	6.5%	6.5% to 12.9%
	2	13.0%	13% to 19.4%
Developing	3	19.5%	19.5% to 25.9%
	4	26.0%	26.0% to 32.4%
	5	32.5%	32.5% to 38.9%
	6	39.0%	39.0% to 45.4%
	7	45.5%	45.5% to 51.9%
Effective	8	52.0%	52.0% to 58.4%
	9	58.5%	58.5% to 64.9%
	10	65.0%	65.0% to 71.4%
	11	71.5%	71.5% to 77.9%
	12	78.0%	78.0% to 84.4%
	13	84.5%	84.5% to 90.9%
Highly Effective	14	91.0%	91.0% to 99.9%
	15	100%	100%

CONVERSION CHART – LOCAL ACHIEVEMENT – 20%

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

Multidimensional Professional Performance Rubric Scale Converter for Summative Evaluations			
Rubric to HEDI Conversion Table			
HEDI Level	Converted Rubric Score	HEDI Score	% of Max Points
Ineffective	0.00	0	0%
	0.05	1	2%
	0.10	2	3%
	0.15	3	5%
	0.20	4	7%
	0.26	5	8%
	0.31	6	10%
	0.36	7	12%
	0.41	8	13%
	0.46	9	15%
	0.51	10	17%
	0.56	11	18%
	0.61	12	20%
	0.66	13	22%
	0.72	14	23%
	0.77	15	25%
	0.82	16	27%
	0.87	17	28%
	0.92	18	30%
	0.97	19	32%
	1.02	20	33%
	1.07	21	35%
	1.12	22	37%
	1.17	23	38%
	1.23	24	40%
	1.28	25	42%
	1.33	26	43%
	1.38	27	45%

	1.43	28	47%
	1.48	29	48%
	1.53	30	50%
	1.58	31	52%
	1.63	32	53%
	1.69	33	55%
	1.74	34	57%
	1.79	35	58%
	1.84	36	60%
	1.89	37	62%
Developing	1.90	38	63%
	1.99	39	65%
	2.08	40	67%
	2.17	41	68%
	2.26	42	70%
	2.35	43	72%
	2.44	44	73%
	2.53	45	75%
	2.62	46	77%
	2.71	47	78%
	2.80	48	80%
	2.89	49	82%
Effective	2.90	50	83%
	3.03	51	85%
	3.16	52	87%
	3.30	53	88%
	3.43	54	90%
	3.56	55	92%
	3.69	56	93%
Highly Effective	3.70	57	95%
	3.80	58	97%
	3.90	59	98%
	4.00	60	100%



Nassau BOCES Principal Improvement Plan

The New York State Board of Regents has committed to the transformation of the preparation, support, and evaluation of all teachers and school leaders in New York State. Chapter 21 of the Laws of 2012 amended Education Law §3012-c to fundamentally change the way teachers and principals are evaluated. The purpose of the evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices.

If a principal is rated “Developing” or “Ineffective,” the school district or BOCES is required to develop and implement a principal improvement plan (PIP) no later than 10 school days from the opening of classes in the school year following the school year for which such principal’s performance is being measured. The principal may choose to have a union representative present at the initial planning meeting to develop the improvement plan. Tenured principals with a pattern of ineffective performance – defined by law as two consecutive annual “Ineffective” ratings – may be charged with incompetence and considered for termination through an expedited hearing process.

All principals rated “developing” or “ineffective” the previous year shall have four formative evaluations and a summative evaluation. These evaluations will be conducted as formal observations, which will be scheduled on a quarterly basis. Improvement goals will be developed and assigned based on areas of unsatisfactory performance or improvement needed on performance as noted in previous evaluations. The goals will be written on goal sheets. The progress will be evaluated quarterly with improvement noted or areas of concern continued. The goals will be modified as necessary. The summative evaluation will be completed in June and will be based on the achievement of the goals, as well as on all components of professional practice.



NASSAU BOCES
Principal Improvement Plan

Date: _____

Reasons for Improvement Plan: Describe the specific reasons why this plan is being implemented (refer to evidence collected).

Purpose of the Plan: Describe the plan's purpose (e.g., provide goals and suggestions to help the principal improve in areas of noted deficiencies).

Areas of Improvement Needed: Describe the principal's conduct or performance that needs improvement; evidence should support description.

Targeted Goals: Describe specific goals for improvement in concise, specific terms. Describe the professional learning activities that the principal must complete that are linked to the areas that need improvement. Collaborate with the principal to work out how gains will be made.

Timeline: State the duration of the Improvement Plan (include a start and end date). Discuss the consequences if the principal does not improve his or her performance within the agreed upon timeline.



Assessment of Improvement: Describe how the evaluator will assess the principal’s improvement (include evidence obtained from future observations, staff development, formative conferences, periodic updates, etc.) Detail how the principal and the supervisor will meet to review the plan to share evidence and artifacts to measure progress.

Differentiation of Activities to Support Improvement: Describe the various activities or resources that are available to the principal that will support targeted improvement goals. State the additional support and assistance that the principal will receive.

Signatures:

Supervisor/Lead Evaluator

Date

Principal

Date

I have read the information outlined in this improvement plan. Although I may not agree with the assessment of my supervisor, I understand that if I do not make improvements in the areas of deficiency and follow the suggestions listed within this letter that I may be recommended for suspension, demotion, non-reemployment, or dismissal.

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

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

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

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

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

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

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

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

Signatures, dates

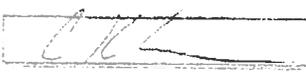
Superintendent Signature: Date:

 12/11/14

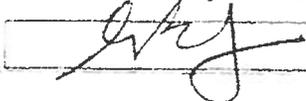
Teachers Union President Signature: Date:

 12/11/14

Administrative Union President Signature: Date:

 12/11/14

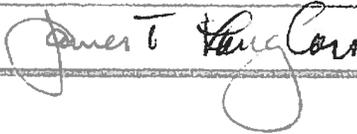
Board of Education President Signature: Date:

 12/11/14

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

 12/11/14