



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

Commissioner of Education
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August 29, 2013

Revised

Dr. Cheryl Thomas, Superintendent
Newfield Central School District
247 Main Street
Newfield, NY 14867

Dear Superintendent Thomas:

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: Jeffrey Matteson

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, June 27, 2013

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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 : 610901040000

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

610901040000

1.2) School District Name: NEWFIELD CSD

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

NEWFIELD CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 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.

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	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.

For those using AIMSWEB ELA, student scores will be converted to an Educator Growth Percentile using the following steps as provided by AIMSWEB:

1. Calculate the Student Growth Percentile (SGP) for each student:
 - a. Compute the change in a student's raw score from fall administration to spring administration.
 - b. Convert that raw score change to a Rate of Improvement (ROI) by dividing by the number of weeks. ROI represents the average raw-score change per week during the year.
 - c. Express the student's ROI as a Student Growth Percentile (SGP) that describes how the student's ROI compares to the ROIs of other students who started the year at a similar level of performance. SGPs are reported at 10-percentile intervals (5, 15,... 85, 95). An SGP of 45 or 55 indicates that the student progressed at an average rate during the year.

2. Compute the Educator Growth Percentile
 - a. Calculate the Educator Average, which is the average of the SGPs of the students associated with that educator (using a z transformation).
 - b. Convert the Educator Average to an Educator Growth Percentile (EGP) that describes how the individual's Educator Average compares to the Educator Averages of other educators in a national sample. EGPs are reported at every percentile from 1 to 99. An EGP of 50 indicates that the Educator Average is in the middle of the distribution of Educator Averages.
 - c. Convert each EGP to an APPR score using the attached conversion table.

We know that students must achieve a level 3 or 4 on the NYS Assessments in order to meet state standards. Since students in Grade 3 have no state assessment baseline for measuring growth, teachers in grade 3 will use student data (such as AIMSWEB grade 2 ELA, classroom grades, TerraNova 3 results, and running records) from the previous year as well as the AIMSWEB fall benchmark scores for grade 3, to determine a baseline. This data will be used by grade 3 teachers to develop a SLO, approved by the lead evaluator, that sets individual growth targets for each student. These individual growth targets will be measured with the assessments listed in the tables above. Teacher scores will be determined by the percentage of students in their class meeting those individual growth targets. See chart in section 2.11 for the assignment of HEDI points in each category.

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

In order to be considered highly effective, K-2 teachers must have a Educator Growth Percentile of 92 or greater as determined by the process described above using AIMSWEB. In order to be considered highly effective, grade 3 teachers must demonstrate that 85% - 100% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

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

In order to be considered effective, K-2 teachers must have a Educator Growth Percentile between 23-91 as determined by the process described above using AIMSWEB. In order to be considered effective, grade 3 teachers must demonstrate that 50% - 84% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

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

In order to be considered developing, K-2 teachers must have a Educator Growth Percentile between 5-22 as determined by the process described above using AIMSWEB. In order to be considered developing, grade 3 teachers must demonstrate that 15%-49% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

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

In order to be considered ineffective, K-2 teachers must have a Educator Growth Percentile between 1-4 as determined by the process described above using AIMSWEB. In order to be considered ineffective, grade 3 teachers must demonstrate that 0%-14% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	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.

For those using AIMSWEB Math, student scores will be converted to an Educator Growth Percentile using the following steps as provided by AIMSWEB:

1. Calculate the Student Growth Percentile (SGP) for each student:
 - a. Compute the change in a student's raw score from fall administration to spring administration.
 - b. Convert that raw score change to a Rate of Improvement (ROI) by dividing by the number of weeks. ROI represents the average raw-score change per week during the year.
 - c. Express the student's ROI as a Student Growth Percentile (SGP) that describes how the student's ROI compares to the ROIs of other students who started the year at a similar level of performance. SGPs are reported at 10-percentile intervals (5, 15,... 85, 95). An SGP of 45 or 55 indicates that the student progressed at an average rate during the year.
2. Compute the Educator Growth Percentile
 - a. Calculate the Educator Average, which is the average of the SGPs of the students associated with that educator (using a z transformation).
 - b. Convert the Educator Average to an Educator Growth Percentile (EGP) that describes how the individual's Educator Average compares to the Educator Averages of other educators in a national sample. EGPs are reported at every percentile from 1 to 99. An EGP of 50 indicates that the Educator Average is in the middle of the distribution of Educator Averages.
 - c. Convert each EGP to an APPR score using the attached conversion table.

We know that students must achieve a level 3 or 4 on the NYS Assessments in order to meet state standards. Since students in Grade 3 have no state assessment baseline for measuring growth, teachers in grade 3 will use student data (such as AIMSWEB grade 2 Math, classroom grades, and TerraNova 3 results) from the previous year as well as the AIMSWEB fall benchmark scores for grade 3, to determine a baseline. This data will be used by grade 3 teachers to develop a SLO, approved by the lead evaluator, that sets individual growth targets for each student. These individual growth targets will be measured with

the assessments listed in the tables above. Teacher scores will be determined by the percentage of students in their class meeting those individual growth targets.
See chart in section 2.11 for the assignment of HEDI points in each category.

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

In order to be considered highly effective, K-2 teachers must have a Educator Growth Percentile of 92 or greater as determined by the process described above using AIMSWEB.
In order to be considered highly effective, grade 3 teachers must demonstrate that 85% - 100% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

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

In order to be considered effective, K-2 teachers must have a Educator Growth Percentile between 23-91 as determined by the process described above using AIMSWEB.
In order to be considered effective, grade 3 teachers must demonstrate that 50% - 84% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

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

In order to be considered developing, K-2 teachers must have a Educator Growth Percentile between 5-22 as determined by the process described above using AIMSWEB.
In order to be considered developing, grade 3 teachers must demonstrate that 15%-49% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

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

In order to be considered ineffective, K-2 teachers must have a Educator Growth Percentile between 1-4 as determined by the process described above using AIMSWEB.
In order to be considered ineffective, grade 3 teachers must demonstrate that 0%-14% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Newfield Central School District-developed grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Newfield Central School District-developed grade 7 Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will analyze data (such as end of year assessments, classroom grades, Terra Nova 3 scores) from the previous year to determine a baseline and set an individual growth goal for each student that will be measured by scores on the Newfield Central School District-developed science assessments for grades 6-7 or the NYS Assessment in Science for grade 8. These individual growth goals must be rigorous but reasonable based on individual student data and will be approved by the lead evaluator. The percentage of students meeting these individual growth goals will determine the HEDI points assigned to each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	In order to be considered highly effective, grades 6-8 science teachers must demonstrate that 85% - 100% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In order to be considered effective, grades 6-8 science teachers must demonstrate that 50% - 84% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In order to be considered developing, grades 6-8 science teachers must demonstrate that 15%-49% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	In order to be considered ineffective, grades 6-8 science teachers must demonstrate that 0%-14% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Newfield Central School District-developed grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Newfield Central School District-developed grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Newfield Central School District-developed grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Teachers will analyze data (such as end of year assessments, classroom grades, Terra Nova 3 scores) from the previous year to determine a baseline and set an individual growth goal for
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2.11, below.	each student that will be measured by scores on the Newfield Central School District-developed Social Studies assessments for grades 6-8. These individual growth goals must be rigorous but reasonable based on individual student data and will be approved by the lead evaluator. The percentage of students meeting these individual growth goals will determine the HEDI points assigned to each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to be considered highly effective, grades 6-8 Social Studies teachers must demonstrate that 85% - 100% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to be considered effective, grades 6-8 Social Studies teachers must demonstrate that 50% - 84% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to be considered developing, grades 6-8 Social Studies teachers must demonstrate that 15%-49% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to be considered ineffective, grades 6-8 Social Studies teachers must demonstrate that 0%-14% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

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	Newfield Central School District-developed grade 9 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.	Teachers will give a teacher-developed pre-test to their students in the fall that is based on the content of the course. They will use those scores as well as data (such as end of year assessments, classroom grades, Terra Nova 3 scores) from the previous year to determine a baseline and set an individual growth goal for each student that will be measured by scores on the Newfield Central School District-developed Global 1 assessment for grade 9 students or the Regents assessments for teachers of Global 2 and American History. These individual growth goals must be rigorous but reasonable based on individual student data and will be approved by the lead evaluator. The percentage of students meeting these individual growth goals will determine the HEDI points assigned to each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to be considered highly effective, these teachers must demonstrate that 85% - 100% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to be considered effective, these teachers must demonstrate that 50% - 84% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to be considered developing, these teachers must demonstrate that 15%-49% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to be considered ineffective, these teachers must demonstrate that 0%-14% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Teachers will give a teacher-developed pre-test to their students in the fall that is based on the content of the course. They will
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	use those scores as well as data (such as end of year assessments, classroom grades, Terra Nova 3 scores) from the previous year to determine a baseline and set an individual growth goal for each student that will be measured by scores on the Regents assessments for teachers of Living Environment, Earth Science, Chemistry, or Physics. These individual growth goals will be approved by the lead evaluator. The percentage of students meeting these individual growth goals will determine the HEDI points assigned to each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to be considered highly effective, these teachers must demonstrate that 85% - 100% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to be considered effective, these teachers must demonstrate that 50% - 84% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to be considered developing, these teachers must demonstrate that 15%-49% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to be considered ineffective, these teachers must demonstrate that 0%-14% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Teachers will give a teacher-developed pre-test to their students in the fall that is based on the content of the course. They will use those scores as well as data (such as end of year
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2.11, below.	assessments, classroom grades, Terra Nova 3 scores) from the previous year to determine a baseline and set an individual growth goal for each student that will be measured by scores on the NYS Regents assessments for teachers of Algebra 1 (NYS Integrated Algebra Regents and NYSCCommon Core Algebra Regents), Geometry (NYS Geometry Regents), or Algebra 2 (NYS Algebra 2 Regents). These individual growth goals will be approved by the lead evaluator. If a teacher administers both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents, the higher score of the two will be used to evaluate the teacher. The percentage of students meeting these individual growth goals will determine the HEDI points assigned to each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to be considered highly effective, these teachers must demonstrate that 85% - 100% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to be considered effective, these teachers must demonstrate that 50% - 84% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to be considered developing, these teachers must demonstrate that 15%-49% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to be considered ineffective, these teachers must demonstrate that 0%-14% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Newfield Central School District-developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Newfield Central School District-developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will give a teacher-developed pre-test to their students in the fall that is based on the content of the course. They will use those scores as well as data (such as end of year assessments, classroom grades, Terra Nova 3 scores) from the previous year to determine a baseline and set an individual growth goal for each student that will be measured by scores on the Newfield Central School District-developed grade 9 or 10 ELA assessment, or by the Comprehensive English Regents Exam in grade 11. These individual growth goals will be approved by the lead evaluator. The percentage of students meeting these individual growth goals will determine the HEDI points assigned to each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to be considered highly effective, these teachers must demonstrate that 85% - 100% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to be considered effective, these teachers must demonstrate that 50% - 84% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to be considered developing, these teachers must demonstrate that 15%-49% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to be considered ineffective, these teachers must demonstrate that 0%-14% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Health	District, Regional or BOCES-developed	TST BOCES-developed grades 7 and 10 Health Assessment
Physical Education	District, Regional or BOCES-developed	Newfield Central School District-developed grades K-12 PE assessment
Music	District, Regional or BOCES-developed	Newfield Central School District-developed grades K-12 music assessment
Art	District, Regional or BOCES-developed	TST BOCES-developed K-12 art assessment
Business	District, Regional or BOCES-developed	Newfield Central School District-developed grades 9-12 business assessment
Life and Career Skills	District, Regional or BOCES-developed	Newfield Central School District-developed grades 6-12 Life and Career Skills assessment
Technology	District, Regional or BOCES-developed	Newfield Central School District-developed grades 8-12 Technology assessment

Participation in Government	District, Regional or BOCES-developed	Newfield Central School District-developed grade 12 Participation in Government assessment
Economics	District, Regional or BOCES-developed	Newfield Central School District-developed grade 12 Economics assessment
Spanish	District, Regional or BOCES-developed	Newfield Central School District-developed grades 5-12 Spanish assessment
Library	State Assessment	NYS Assessment grades 3-5 ELA
English Electives	District, Regional or BOCES-developed	Newfield Central School District-developed grades 9-12 English Electives assessments
Social Studies Electives	District, Regional or BOCES-developed	Newfield Central School District-developed grades 9-12 Social Studies Electives assessments
Science Electives	District, Regional or BOCES-developed	Newfield Central School District-developed grades 9-12 Science Electives assessment
Math Electives	District, Regional or BOCES-developed	Newfield Central School District-developed grades 9-12 Math Electives assessments
Literacy Grades 3-8	State Assessment	NYS Assessment grades 3-8 ELA
Literacy Grades K-2	State-approved 3rd party assessment	AIMSWEB

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.	Teachers for all of the above areas except Literacy Grades K-2 will give a teacher-developed pre-test to their students in the fall that is based on the content of the course. They will use those scores as well as data (such as end of year assessments, classroom grades, Terra Nova 3 scores) available from the previous year to determine a baseline and set an individual growth goal for each student that will be measured by the assessments listed above. Teachers of Literacy in grades K-2 will administer the first AIMSWEB benchmark assessment in the fall and use that data to set individual growth goals for each student. Please refer to section 2.11 for process. These individual growth goals will be approved by the lead evaluator. The percentage of students meeting these individual growth goals will determine the HEDI points assigned to each teacher (see section 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to be considered highly effective, these teachers must demonstrate that 85% - 100% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to be considered effective, these teachers must demonstrate that 50% - 84% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to be considered developing, these teachers must demonstrate that 15%-49% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

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

In order to be considered ineffective, these teachers must demonstrate that 0%-14% of the students met the growth goals in the teacher's SLO as described above. See chart in section 2.11 for the assignment of HEDI points in this category.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/539171-TXEttx9bQW/District set HEDI points 2013-14 for Teachers REVISED_3.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.

None.

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
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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
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2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
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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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 6 ELA assessment
7	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 7 ELA assessment

8	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 8 ELA assessment
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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.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year and set targets for student achievement this year, which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the Newfield Central School District-developed assessments or on the AIMSWEB assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered highly effective, 85 - 100% of a teacher's students must meet the achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered effective, 40-84% of a teacher's students must meet the achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered developing, 15-39% of a teacher's students must meet the achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered ineffective, 0-14% of a teacher's students must meet the 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	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 6 Math assessment
7	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 7 Math assessment
8	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 8 Math assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year and set targets for student achievement this year, which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the Newfield Central School District-developed assessments or on the AIMSWEB assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order to be considered highly effective, 85 - 100% of a teacher's students must meet the achievement target.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order to be considered effective, 40-84% of a teacher's students must meet the achievement target.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order to be considered developing, 15-39% of a teacher's students must meet the 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>In order to be considered ineffective, 0-14% of a teacher's students must meet the achievement target.</p>

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/539172-rhJdBgDruP/Local Assessment HEDI points Teachers REVISED_2.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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year and set targets for student achievement this year, which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the AIMSWEB assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered highly effective, 85 - 100% of a teacher's students must meet the the achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered effective, 40-84% of a teacher's students must meet the the achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered developing, 15-39% of a teacher's students must meet the the achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered ineffective, 0-14% of a teacher's students must meet the the 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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year and set targets for student achievement this year, which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the AIMSWEB assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
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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.	In order to be considered highly effective, 85 - 100% of a teacher's students must meet the the achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered effective, 40-84% of a teacher's students must meet the the achievement target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered developing, 15-39% of a teacher's students must meet the the achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered ineffective, 0-14% of a teacher's students must meet the the 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	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 7 Science assessment
8	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 8 Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year and set targets for student achievement this year, which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the Newfield Central School District-developed assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered highly effective, 85 - 100% of a teacher's students must meet the the achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered effective, 40-84% of a teacher's students must meet the the achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered developing, 15-39% of a teacher's students must meet the the achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered ineffective, 0-14% of a teacher's students must meet the the achievement target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 6 Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 8 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year and set targets for student achievement this year, which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the Newfield Central School District-developed assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered highly effective, 85 - 100% of a teacher's students must meet the the achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered effective, 40-84% of a teacher's students must meet the the achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered developing, 15-39% of a teacher's students must meet the the achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order to be considered ineffective, 0-14% of a teacher's students must meet the the achievement target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 9 Global 1 assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Studies Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year in the same content area and set goals for student achievement this year (score on the Regents or Newfield Central School District-developed assessment), which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the Newfield Central School District-developed assessments or on the Regents assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students must meet the the achievement target in order for the teacher to be highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40 -84% of the students must meet the the achievement target in order for the teacher to be effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-39% of the students must meet the achievement target in order for the teacher to be developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of the students must meet the the achievement target in order for the teacher to be ineffective.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year in the same content area and set goals for student achievement this year (score on the Regents assessment), which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the Regents assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students must meet the the achievement target in order for the teacher to be highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40 -84% of the students must meet the the achievement target in order for the teacher to be effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-39% of the students must meet the the achievement target in order for the teacher to be developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of the students must meet the the achievement target in order for the teacher to be ineffective.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra 1 Regents assessment and NYS Common Core Algebra Regents assessment

Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year in the same content area and set achievement goals for students this year, which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets. When administering both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents, we will use the higher of the two scores in evaluating the teacher. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students must meet the the achievement target in order for the teacher to be highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40 -84% of the students must meet the the achievement target in order for the teacher to be effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-39% of the students must meet the the achievement target in order for the teacher to be developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of the students must meet the the the achievement target in order for the teacher to be ineffective.

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
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Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Newfield Central School District-developed grade 10 ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year in the same content area and set target goals for student achievement this year (score on the Regents or Newfield Central School District-developed assessment), which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the Newfield Central School District-developed assessments or on the Regents assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students must meet the the the achievement target in order for the teacher to be highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40 -84% of the students must meet the the achievement target in order for the teacher to be effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-39% of the students must meet the the achievement target in order for the teacher to be developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of the students must meet the the the achievement target in order for the teacher to be ineffective.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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Health	5) District/regional/BOCES–develop ed	TST BOCES-developed grades 7, 10 Health Assessment
English 12	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grade 12 English assessment
Physical Education	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grades K-12 Physical Education assessment
Spanish	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grades 5-12 Spanish assessment
Art	5) District/regional/BOCES–develop ed	TST BOCES-developed grades K-12 art assessment
Technology 8	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grade 8 Technology assessment
Life & Career Skills	5) District/regional/BOCES–develop ed	Newfield Central School District developed assessment grades 7-8 Life & Career Skills assessment
Music	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grades K-12 music assessment
Business	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grades 9-12 Business assessment
Library	4) State-approved 3rd party	AIMSWEB
Science Electives	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grades 9-12 science elective assessment
Participation in Government	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grade 12 Participation in Government assessment
Economics	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grade 12 Economics assessment
Math Electives	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grades 9-12 math electives assessment
English Electives	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grades 9-12 English electives assessment
Social Studies Electives	7) Student Learning Objectives	Newfield Central School District-developed grades 9-12 Social Studies electives assessment
Literacy Grades 3-8	4) State-approved 3rd party	AIMSWEB
Literacy Grades K-2	4) State-approved 3rd party	AIMSWEB
Independent Living Electives	5) District/regional/BOCES–develop ed	Newfield Central School District-developed grades 9-12 Independent Living Electives assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Evaluators/Lead Evaluators will evaluate current students' performance from the previous year and set goals for student achievement this year, which will be approved by the Lead Evaluator. Teachers will be evaluated and rated on the extent to which their students reach the achievement targets on the Newfield Central School District-developed assessments or on the AIMSWEB assessments. Student achievement results will be used for the assignment of points for the HEDI ratings (see attached chart).
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85-100% of the students must meet the the the achievement target in order for the teacher to be highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40 -84% of the students must meet the the the achievement target in order for the teacher to be effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-39% of the students must meet the the the achievement target in order for the teacher to be developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of the students must meet the the the achievement target in order for the teacher to be ineffective.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/539172-y92vNseFa4/Local Assessment HEDI points Teachers REVISED_1.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.

None will be used at this time.

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.

For teachers with more than one locally selected measure, HEDI scores from these multiple measures will be weighted proportionally based on the number of students within each measure and rounded to the nearest whole number. Rounding will not allow a teacher to move between HEDI rating categories.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, August 28, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	38
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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.

Please see attached rubric. Domains 2 and 3 will be measured through observations. Domains 1 and 4 will be measured through a combination of observations, structured review of student work, pre/post observation conversations, documented walk-throughs, teacher goal setting, teacher self-reflection, or other teacher provided evidence. To determine compliance with the minimum requirement, Newfield Central School District determined the percentage of the total required to meet this standard and applied it to the attached chart. A minimum of 31 out of 60 points (or 51.67% of the total) is required. NCSD observations are 60 out of 96 points (or

62.5% of the total) which exceeds the minimum requirement for the observations. To determine the number of points in 4.2 above using our rubric, we calculated that 62.5% of the total 60 points would be 37.5, rounded up to the whole number 38. The remaining 22 points will be based on results from evidence other than observation as noted above.

Using the rubric sheet attached, Domains 1 and 4 will be equal to 18 points each (total of 36). Domains 2 and 3 will be weighted and equal 30 points each (total of 60). The total rubric score will equal a maximum of 96 points that will convert to a 0-60 HEDI scale using the attached conversion chart.

Multiple scores for the same domains or sub-components within the domains due to multiple observations or multiple evidence will be averaged for a final score in the domain or sub-components of that domain, which may result in scores with decimals rather than whole numbers. Rounding will not result in moving between HEDI bands. The rubric score listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

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/12179/539173-eka9yMJ855/60 Points (Teachers) REVISED_1.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.	In order to be rated "highly effective", a teacher must earn a minimum of 59 HEDI points on the Other Measures of Effectiveness as determined by the Evaluator/Lead Evaluator using Domains 1-4 on the Charlotte Danielson Rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	In order to be rated "effective", a teacher must earn between 57-58 HEDI points on the Other Measures of Effectiveness as determined by the Evaluator/Lead Evaluator using Domains 1-4 on the Charlotte Danielson Rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	In order to be rated "developing", a teacher must earn between 50-56 HEDI points on the Other Measures of Effectiveness as determined by the Evaluator/Lead Evaluator using Domains 1-4 on the Charlotte Danielson Rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	In order to be rated "ineffective", a teacher must earn 49 or fewer HEDI points on the Other Measures of Effectiveness as determined by the Evaluator/Lead Evaluator using Domains 1-4 on the Charlotte Danielson Rubric.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 05, 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 student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, August 27, 2013

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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/12193/539175-Df0w3Xx5v6/TIP_1.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:

Before teachers leave in June for the summer break, administrators will go over the "60 points" as well as the determination of HEDI points based on local assessments and District assigned growth scores. We anticipate that the majority of teachers will have their

composite scores prior to the summer break. The state growth scores will be included as soon as they are received in the District. Administrators will have the final discussion with teachers in September who receive state growth scores over the summer. Appeals can be filed as outlined below.

Appeals Process

Appeals of annual performance reviews (“APPR”) shall be limited to those performance reviews for

1. Tenured teachers

- o “Ineffective” or “Developing” ratings
- o Substance of the APPR
- o Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.
- o The District’s issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-c in connection with an ineffective or developing rating.

2. Probationary teachers:

- o “Ineffective” rating
- o Substance of the APPR but limited to Level 1 of the Appeals Process only
- o Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.
- o The District’s issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-c in connection with an ineffective rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

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 s/he seeks relief.

EXCLUSIVITY OF 3012-c APPEAL PROCEDURE

The appeal procedure outlined above shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher APPR. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

PROCESS

I. Level 1 – Evaluator

A. Informal – Following a qualifying event as defined in the above sections, the teacher should request a follow-up meeting with the lead evaluator to informally discuss any and all related issues in an effort to resolve any differences.

B. Formal - Any appeal must be submitted to the evaluator in writing no later than ten (10) school days from the date when the teacher receives his/her annual performance professional review or Teacher Improvement Plan.

When submitting an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the APPR and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending.

Within ten (10) school days of receipt of an appeal, the lead evaluator must submit a detailed written response to the appeal including all supporting documents, as well as any additional supporting documents or materials relevant to the response. The teacher and Association President will receive copies of the response and documents.

Any supporting documentation/information not submitted or noted by either party in the Level 1 appeal shall not be considered at any further steps of the appeal.

II. Level 2 – Review Board

A Review Board, consisting of one tenured administrator (not the evaluator) appointed by the Superintendent or designee and two tenured teachers appointed by the Association President or designee. The committee shall operate under the consensus model.

If a teacher is not satisfied with his/her level 1 response, s/he must submit a written appeal to the Review Panel within five (5) school days of the receipt of the written Level 1 response.

Within five (5) school days of receipt of the teacher’s appeal, the Review Panel will conduct a hearing at which the teacher and his/her

union representative (optional) and the evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Review Panel’s hearing, the Review Panel will issue a written determination to the teacher, Teacher Association President, the Superintendent, and the Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

III. Level 3 – Superintendent

Within five (5) school days of the receipt of the Review Panel’s Level 2 response (either a decision or notification that consensus was not reached), if a teacher is not satisfied with such response or if consensus is not reached by the Review Panel, the teacher may submit a written appeal to the Superintendent.

Within five (5) school days of the receipt of such appeal, the Superintendent will conduct a hearing at which the teacher and his/her union representative (optional) and the Evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Superintendent’s hearing, the Superintendent shall issue a written determination to the teacher, Teacher’s Association President and the Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy. The Superintendent’s decision is final.

RECORDS

The entire appeals record will be part of the teacher’s APPR.

After entering or noting a document into the record at Level 1 of the Appeals Process, the District shall maintain copies of all the documents/information for further stages of the Appeals Process.

GENERAL CONDITIONS

- Education Law 3012-c has always required that APPR constitute a “significant factor” in employment decisions, including but not limited to tenure determinations and termination of probationary teachers. It does not require that the APPR be the sole or determinative factor in tenure or termination decisions, merely that the APPR be considered in making such determinations.
- Prior to completion of the APPR in the first year of the probationary term, a probationary teacher may be summarily dismissed for constitutionally and statutorily permissible reasons (include but are not limited to: misconduct, insubordination, time and attendance issues, or conduct inappropriate for a teaching professional) other than classroom performance without regard to the APPR.
- The District may grant or deny tenure to or terminate probationary teachers during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher’s performance that is the subject of the appeal.
- If the termination determination is based solely upon performance and rating that is the subject of a pending rating appeal, the District will await completion of the appeal process before making that determination.

APPR

APPEALS FORM

Please submit the signed and completed form to the Lead Evaluator (Level 1), Review Board (Level 2), or Superintendent (Level 3).

Teacher Name Date APPR/Tip Received

Authoring Evaluator Date of Appeal

By submitting this appeal, I am requesting that the Lead Evaluator, Review Team, or Superintendent review the attached APPR and supporting documents to determine whether to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

Teacher Signature Date

LEVEL OF APPEAL (check one)

Level 1 Level 2 Level 3

TYPE OF APPEAL

- PROCEDURAL: Please explain why the evaluation process was procedurally flawed (include CBA language, relevant documents and the evaluation or TIP under appeal). Attach additional pages if necessary.
- SUBSTANTIVE: Please check all the boxes below for areas that are being appealed. Explain why you believe the remedy being sought should be granted. Attach additional pages if necessary.
- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

REMEDY SOUGHT:

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

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

All evaluators and lead evaluators who assess teachers are trained by BOCES in the nine required elements and are certified by the Board of Education. These evaluators and lead evaluators are also trained by Teachscape. This training involves approximately 20 hours of course work plus a final exam. This training includes video examples and practice sessions for a variety of classroom settings, including special education. All teachers had an overview of the assessment procedure and are provided access to additional, extensive training via Teachscape. In addition, professional development is offered throughout the current school year. Additional training, review, and calibration exercises will be given to evaluators and lead evaluators during each school year by TST BOCES. Evaluators and lead evaluators are required to review the training sections of Teachscape on a bi-annual basis and encouraged to co-rate one teacher each year with another administrator in order to maintain inter-rater reliability over time. Evaluators and lead evaluators will be re-certified each year by the Board of Education.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student	Checked
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linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

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

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

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

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Updated Friday, August 09, 2013

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

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score(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.

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

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

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	AIMSWEB
6-8	(a) achievement on State assessments	NYS Assessment ELA and Math grades 6-8
9-12	(g) % achieving specific level on Regents or alternatives	NYS Comprehensive English Regents and NYS Integrated Algebra Regents and NYS Common Core Algebra Regents assessment

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>All students need to meet state standards on assessments and Regents or achieve specific grade level benchmarks on AIMSWEB by the end of the school year. The state standard for the English Comprehensive Regents exams is 75 and cohort is students in grade 11; for Integrated Algebra is 80 and cohort is students in grade 9; for NYS Assessments grades 6-8 is level 3 or 4; AIMSWEB grade level benchmarks are nationally normed. Based on the most recent assessment data, realistic achievement targets have been set for the current school year. Based on the percentage of students meeting the applicable achievement targets, a corresponding HEDI score will results (see attached chart). When administering both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents, we will</p>
--	--

	use the higher of the two scores in evaluating the teacher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	More than 70% of students achieving state standards on Assessments or Regents exams, or meeting AIMSWEB grade level benchmarks would be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Between 31-70% of students achieving state standards on Assessments or Regents exams, or meeting AIMSWEB grade level benchmarks would be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Between 10-30% of students achieving state standards on Assessments or Regents exams, or meeting AIMSWEB grade level benchmarks would be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Between 0-9% of students achieving state standards on Assessments or Regents exams, or meeting AIMSWEB grade level benchmarks would be considered ineffective.

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/12190/539177-qBFVOWF7fC/Local Assessment HEDI points Principals_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.

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at*

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a 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.

None at this time.

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.

Each principal will receive a HEDI score based on math results and a HEDI score based on ELA results. These two HEDI scores will be averaged together and rounded to the nearest whole number to determine the final HEDI rating. Rounding will not allow a principal to move between HEDI rating categories.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, August 28, 2013

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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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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 downloadable copy of Form 9.2. (MS Word)

(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)
NYC School Survey-2012 Teacher 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.

At least one domain or dimension from the Multidimensional Principal Performance Rubric (MPPR) will be addressed during each visit/observation of a principal. Throughout the course of the year, and through multiple visits and collection of evidence, each dimension will be holistically scored. The total rubric will be completed by the end of the year. For dimensions observed more than once, an average rating for that dimension will be used to determine the final score in that domain.

Rubric scores will be determined by assigning points to each dimension within each domain of the rubric used. These rubric scores will be converted to HEDI points per the attached document. Principals earning at least half of the points available will be rated "effective". Highly effective principals will not lose more than 10 of the available points. Principals not earning at least half of the available points will be rated developing or ineffective per the attached document. Please see attached chart.

The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

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/12205/539178-pMADJ4gk6R/Principal Combined Rubric and Conversion Chart_3.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.	In order to be highly effective, a principal must earn 59 or 60 HEDI points
---	---

Effective: Overall performance and results meet standards.	In order to be effective, a principal must earn 57 or 58 HEDI points
Developing: Overall performance and results need improvement in order to meet standards.	In order to be developing, a principal must earn 55 or 56 HEDI points
Ineffective: Overall performance and results do not meet standards.	In order to be ineffective, a principal must earn less than 55 HEDI points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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, July 29, 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	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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 Thursday, August 29, 2013

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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/12168/539180-Df0w3Xx5v6/Principal Improvement Plan_2.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

A. Appeals are limited to those identified by Education Law §3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews, including the issuance and/or implementation of the terms of the principal improvement plan;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews.

B. Appeals of annual professional performance reviews may be brought for ineffective or developing ratings only.

C. A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

D. The burden shall be on the district to establish evidence that the rating given to the appellant was justified.

E. All appeals shall be filed in writing. The only allowable appeals shall be the substance of an APPR ineffective rating.

TIMELINES:

F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.

G. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review or improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

H. Within fifteen (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

I. Within ten (10) business days of the district's response the principal may request that a Review Committee be formed, consisting of two (2) district level administrators chosen by the District and one (1) Principal chosen by the NAA. The Review Committee will be formed within five (5) days of the request. The parties agree that:

- a. The Review Committee shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the principal requests this level of appeal after the district's decision (see H above).
- b. The hearing shall be conducted in no more than three (3) hours unless extenuating circumstances are present and the Review Committee requests more time. The entire process will be timely and expeditious.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
- f. The district shall have the opportunity to present its case supporting the rating and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.
- g. The Review Committee's decision will be made by consensus.

J. A written decision on the merits of the appeal shall be rendered no later than fifteen (15) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a district's rating. A copy of the decision shall be provided to the principal and the district representative.

ADDITIONAL DETAILS:

K. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or principal improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review or principal improvement plan.

L. All legal costs incurred will be the responsibility of the party incurring such costs. Any costs for the Review committee, other than BOCES services, will be shared between Principal and District.

M. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's

personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

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

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

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

All Evaluators/Lead Evaluators receive training sessions through TST BOCES in the nine required elements. All training will be on an ongoing basis as designed by TST BOCES. Refresher workshops will be taken throughout the current school year at TST BOCES to maintain inter-rater reliability and continue personal professional development in using the Multidimensional Principal Performance Rubric. All Evaluators/lead evaluators of principals were certified by the Board of Education and will be re-certified annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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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/12158/539181-3Uqgn5g9Iu/Joint Certification REVISED 8292013.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.

Newfield Central School District-Wide Student Learning Objectives

0-20 points

Population:

- A. 100% of students for teachers with no state-provided growth measure continuously enrolled from BEDS day to test date. (Class rosters to be attached)
- B. 100% of students for teachers with less than 50% of their students covered by a state-provided growth measure continuously enrolled from BEDS day to test date. (Class rosters to be attached)
- C. 100% of students for teachers of courses ending in a Regents Exam who were continuously enrolled from BEDS day to test date. (Class rosters to be attached)
- D. 100% of students for teachers of courses ending in a NYS Assessment for which there is no state growth score provided who were continuously enrolled from BEDS day to test date. (Class rosters to be attached)
- E. 100% of students for teachers of self-contained classes, consultant teachers, and resource room teachers. Such teachers with multiple subjects may select one or more subject areas of focus for each of their students for the purpose of assessment. Since the instruction will be individualized, the subject area may be different for each of these students.

Learning Content:

- NYS Curriculum and Common Core Curriculum in teacher's subject area. Grades K-3 will focus on both ELA/Reading and Math.

Interval of Instruction:

- Current school year

Rationale:

- The level of student achievement in all areas is less than satisfactory. Most scores on NYS assessments are high 2s and low 3s. Most students pass Regents exams but fail to achieve mastery level. Although the majority of students are from poverty-level homes, they are capable of higher academic achievement.

State Approved Assessment:

- Newfield Central School District-developed, TST BOCES-developed assessments, AIMSWEB, or NYS assessments will be used for all subjects and levels where there is no state provided growth score. State assessments and Regents exams will be used as the measure for subjects and levels where they are administered.

Baseline:

- All students will be given a teacher-developed pre-test or AIMSWEB benchmark test in the fall. Data from the previous year, such as TerraNova scores, classroom grades, state assessments, may be used as well to determine a baseline for each student.

Evidence:

- The percentage of students reaching the growth target as set by the teacher and approved by the lead evaluator will meet the minimum criteria set in the table provided.

Scoring:

- Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. Semester students will be

included where appropriate. HEDI scoring will be based on the percentage of students meeting the growth goals set in teacher SLOs. If a teacher has more than one SLO, the measures will each earn a score from 0-20 points, which will then be weighted proportionately based on the number of students in each SLO to determine a single HEDI score. Points will be assigned as follows:

DISTRICT DEVELOPED or BOCES DEVELOPED or NYS ASSESSMENTS or REGENTS or K-2 LITERACY (Task 2.10):

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0-2 points		3-8points		9-17 points		18-20 points	
Less than 15% of students showed growth		15-49% of students showed growth		50-84% of students showed growth		85% or more students showed growth	
% OF STUDENTS MEETING GROWTH GOALS	HEDI POINTS	% OF STUDENTS MEETING GROWTH GOALS	HEDI POINTS	% OF STUDENTS MEETING GROWTH GOALS	HEDI POINTS	% OF STUDENTS MEETING GROWTH GOALS	HEDI POINTS
0-4	0	15-20	3	50-53	9	85-89	18
5-9	1	21-26	4	54-57	10	90-94	19
10-14	2	27-32	5	58-60	11	95-100	20
		33-38	6	61-63	12		
		39-44	7	64-66	13		
		45-49	8	67-69	14		
				70-74	15		
				75-79	16		
				80-84	17		

AIMSWEB Grades K-2*

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0-2 points		3-8points		9-17 points		18-20 points	
Educator Growth Percentile between 1-4		Educator Growth Percentile between 5-22		Educator Growth Percentile between 23-91		Educator Growth Percentile between 92-99	
EGP	HEDI POINTS	EGP	HEDI POINTS	EGP	HEDI POINTS	EGP	HEDI POINTS
1-2	0	5-6	3	23-27	9	92-95	18
3	1	7-8	4	28-32	10	96-97	19
4	2	9-11	5	33-38	11	98-99	20
		12-14	6	39-44	12		
		15-18	7	45-60	13		
		19-22	8	61-71	14		
				72-79	15		
				80-86	16		
				87-91	17		

*Distribution of HEDI scores provided by AIMSWEB (Pearson).

Local Assessment – Determination of HEDI Points (20 points) for Teachers

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Percentage Meeting Achievement Target	HEDI Points						
0-4	0	15-18	3	40-44	9	85-89	18
5-9	1	19-22	4	45-49	10	90-94	19
10-14	2	23-26	5	50-54	11	95-100	20
		27-30	6	55-59	12		
		31-34	7	60-64	13		
		35-39	8	65-69	14		
				70-74	15		
				75-79	16		
				80-84	17		

Local Assessment – Determination of HEDI Points Value Added (15 points) for Teachers

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Percentage Meeting Achievement Target	HEDI Points						
0-4	0	15-19	3	40-46	8	85-91	14
5-9	1	20-24	4	47-53	9	92-100	15
10-14	2	25-29	5	54-60	10		
		30-34	6	61-68	11		
		35-39	7	69-76	12		
				77-84	13		

Local Assessment – Determination of HEDI Points (20 points) for Teachers

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Percentage Meeting Achievement Target	HEDI Points						
0-4	0	15-18	3	40-44	9	85-89	18
5-9	1	19-22	4	45-49	10	90-94	19
10-14	2	23-26	5	50-54	11	95-100	20
		27-30	6	55-59	12		
		31-34	7	60-64	13		
		35-39	8	65-69	14		
				70-74	15		
				75-79	16		
				80-84	17		

Local Assessment – Determination of HEDI Points Value Added (15 points) for Teachers

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Percentage Meeting Achievement Target	HEDI Points						
0-4	0	15-19	3	40-46	8	85-91	14
5-9	1	20-24	4	47-53	9	92-100	15
10-14	2	25-29	5	54-60	10		
		30-34	6	61-68	11		
		35-39	7	69-76	12		
				77-84	13		

TEACHER NAME:

SCHOOL YEAR:

<i>Final Evaluation Teacher Signature:</i>					Date
<i>Administrator Signature:</i>					Date
DOMAIN 1: Planning and Preparation (18 points)		Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
A: Demonstrating Knowledge of Content and Pedagogy					
B: Demonstrating Knowledge of Students					
C: Setting Instructional Outcomes					
D: Demonstrating Knowledge of Resources					
E: Designing Coherent Instruction					
F: Designing Student Assessments					
TOTAL SCORE FOR DOMAIN 1					0
DOMAIN 2: The Classroom Environment (30 points)		Ineffective (0)	Developing (2)	Effective (4)	Highly Effective (6)
A: Creating an Environment of Respect and Rapport					
B: Establishing a Culture for Learning					
C: Managing Classroom Procedures					
D: Managing Student Behavior					
E: Organizing Physical Space					
TOTAL SCORE FOR DOMAIN 2					0
DOMAIN 3: Instruction (30 points)		Ineffective (0)	Developing (2)	Effective (4)	Highly Effective (6)
A: Communicating with Students					
B: Using Questioning and Discussion Techniques					
C: Engaging Students in Learning					
D: Using Assessment in Instruction					
E: Demonstrating Flexibility and Responsiveness					
TOTAL SCORE FOR DOMAIN 3					0
DOMAIN 4: Professional Responsibilities (18 points)		Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
A: Reflecting on Teaching					
B: Maintaining Accurate Records					
C: Communicating with Families					
D: Participating in a Professional Community					
E: Growing and Developing Professionally					
F: Showing Professionalism					
TOTAL SCORE FOR DOMAIN 4					0
TOTAL SCORE FOR OBSERVATIONS/OTHER EVIDENCE (out of 96)					0
TOTAL SCORE FOR LOCAL ASSESSMENTS (0-15/20 points)					
TOTAL SCORE FOR STATE/DISTRICT ASSESSMENTS (0-20/25 points)					
CONVERTED SCORE FOR OBSERVATIONS/OTHER EVIDENCE (0-60 points)					
TOTAL APPR SCORE (0-100 points)					0

APPR Observation Conversion Chart

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Raw Score	HEDI Score	Raw Score	HEDI Score	Raw Score	HEDI Score	Raw Score	HEDI Score
0	0	25-27	50	50-61	57	73-83	59
0.5	1	28-30	51	62-72	58	84-96	60
1	2	31-33	52				
1.5	3	34-37	53				
2	4	38-41	54				
2.5	5	42-45	55				
3	6	46-49	56				
3.5	7						
4	8						
4.5	9						
5	10						
5.5	11						
6	12						
6.5	13						
7	14						
7.5	15						
8	16						
8.5	17						
9	18						
9.5	19						
10	20						
10.5	21						
11	22						
11.5	23						
12	24						
12.5	25						
13	26						
13.5	27						
14	28						
14.5	29						
15	30						
15.5	31						
16	32						
16.5	33						
17	34						
17.5	35						
18	36						
18.5	37						
19	38						
19.5	39						
20	40						
20.5	41						
21	42						
21.5	43						
22	44						
22.5	45						
23	46						
23.5	47						
24	48						
24.5	49						

NEWFIELD CENTRAL SCHOOL DISTRICT
Teacher Improvement Plan

Teacher: _____

Date of Initial Meeting: _____ Date of Plan: _____

Areas of Concern based on the Skills and Attributes of Effective Teachers:

DOMAIN 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

DOMAIN 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

DOMAIN 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

DOMAIN 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Specific Areas of Focus:

Area of Concern	Goal/Strategy	Time Frame	Support Resources & Strategies	Completion of Goal Date(s)

Other Comments:

 Administrator Signature

 Date

Teacher Signature

Date

Local Assessment – Determination of HEDI Points (20 points) for Administrators

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
% meeting standard	HEDI Points	% meeting standard	HEDI Points	% meeting standard	HEDI Points	% meeting standard	HEDI Points
0-2	0	10-12	3	31-34	9	71-80	18
3-5	1	13-15	4	35-38	10	81-90	19
6-9	2	16-18	5	39-42	11	91-100	20
		19-22	6	43-46	12		
		23-26	7	47-50	13		
		27-30	8	51-55	14		
				56-60	15		
				61-65	16		
				66-70	17		

Local Assessment – Determination of HEDI Points Value Added (15 points) for Administrators

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
% meeting standard	HEDI Points	% meeting standard	HEDI Points	% meeting standard	HEDI Points	% meeting standard	HEDI Points
0-2	0	10-13	3	31-36	8	71-85	14
3-5	1	14-17	4	37-42	9	86-100	15
6-9	2	18-21	5	43-49	10		
		22-26	6	50-56	11		
		27-30	7	57-63	12		
				64-70	13		

Standards:

9-12 Principal

Grade 11 students achieve a score of 75 or better on the Comprehensive English Regents Exam
 Grade 9 students achieve a score of 80 or better on the Integrated Algebra Regents Exam

6-8 Principal

Students in grades 6-8 achieve a level 3 or 4 on the NYS Assessments in ELA and Math

K-5 Principal

Students in grades K-5 achieve nationally normed achievement benchmarks on the AIMSWEB assessment in ELA and Math.

ADMINISTRATOR:

SCHOOL YEAR:

	No evidence	Level 1	Level 2	Level 3	Level 4		
	Points	Points	Points	Points	Points		Points Earned
DOMAIN 1: Shared Vision of Learning							
Culture (5)	0	1.25	2.5	3.75	5		
Sustainability (5)	0	1.25	2.5	3.75	5		
DOMAIN 2: School Culture and Instructional Program							
Culture (4)	0	1	2	3	4		
Instructional Program (4)	0	1	2	3	4		
Capacity Building (4)	0	1	2	3	4		
Sustainability (4)	0	1	2	3	4		
Strategic Planning Process (4)	0	1	2	3	4		
DOMAIN 3: Safe, Efficient, Effective Learning Environment							
Capacity Building (2.5)	0	0.625	1.25	1.875	2.5		
Culture (2.5)	0	0.625	1.25	1.875	2.5		
Sustainability (2.5)	0	0.625	1.25	1.875	2.5		
Instructional Program (2.5)	0	0.625	1.25	1.875	2.5		
DOMAIN 4: Community							
Strategic Planning Process: Inquiry (2)	0	0.5	1	1.5	2		
Culture (1)	0	0.25	0.5	0.75	1		
Sustainability (2)	0	0.5	1	1.5	2		
DOMAIN 5: Integrity, Fairness, Ethics							
Sustainability (5)	0	1.25	2.5	3.75	5		
Culture (5)	0	1.25	2.5	3.75	5		
DOMAIN 6: Political, Social, Economic, Legal and Cultural Context							
Sustainability (2.5)	0	0.625	1.25	1.875	2.5		
Culture (2.5)	0	0.625	1.25	1.875	2.5		
Total Points Available					60		
Total Points Earned							
HEDI Points Earned							
State Points Earned							
Local Points Earned							
TOTAL SCORE							

CONVERSION CHART - PRINCIPAL HEDI POINTS (60 points)

Ineffective		Developing		Effective		Highly Effective	
Raw Score	HEDI Points	Raw Score	HEDI points	Raw Score	HEDI points	Raw Score	HEDI points
0	0	15-20	55	30-39	57	50-54	59
0.25	1	21-29	56	40-49	58	55-60	60
0.5	2						
0.75	3						
1	4						
1.25	5						
1.5	6						
1.75	7						
2	8						
2.25	9						
2.5	10						
2.75	11						
3	12						
3.25	13						
3.5	14						
3.75	15						
4	16						
4.25	17						
4.5	18						
4.75	19						
5	20						
5.25	21						
5.5	22						
5.75	23						
6	24						
6.25	25						
6.5	26						
6.75	27						
7	28						
7.25	29						
7.5	30						
7.75	31						
8	32						
8.25	33						
8.5	34						
8.75	35						
9	36						
9.25	37						
9.5	38						
9.75	39						
10	40						
10.25	41						
10.5	42						
10.75	43						
11	44						
11.25	45						
11.5	46						
11.75	47						
12	48						
12.25	49						
12.5	50						
12.75	51						
13-13.4	52						
13.5-13.9	53						
14 - 14.9	54						

PRINCIPAL IMPROVEMENT PLAN

Principal: _____

Date of Initial Meeting: _____ Date of Plan: _____

Areas of Concern:

DOMAIN 1: Shared Vision of Learning

- Culture
- Sustainability

DOMAIN 2: School Culture and Instructional Program

- Culture
- Instructional Program
- Capacity Building
- Sustainability
- Strategic Planning Process

DOMAIN 3: Safe, Efficient, Effective Learning Environment

- Capacity Building
- Culture
- Sustainability
- Instructional Program

DOMAIN 4: Community

- Strategic Planning Process: Inquiry
- Culture
- Sustainability

DOMAIN 5: Integrity, Fairness, Ethics

- Sustainability
- Culture

DOMAIN 6: Political, Social, Economic, Legal and Cultural Context

- Sustainability
- Culture

Specific Areas of Focus: _____

Plan of Action:

Area of Concern	Goal/Strategy	Time Frame	Support Resources & Strategies	Completion of Goal Date(s)

Other Comments: _____

 Principal Signature

 Date

 Evaluator Signature

 Date

9. Other Measures of Effectiveness (Principals)

Created Thursday, May 03, 2012

Updated Tuesday, June 26, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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.

Raw scores will be determined by assigning points to each domain of the rubric used. These raw scores will be converted to HEDI points per the attached document. Principals earning at least half of the points available will be rated "effective". Highly effective principals will not lose more than 10 of the available points. Principals not earning at least half will be rated developing or ineffective per the attached document.

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

[assets/survey-uploads/5143/124665-pMADJ4gk6R/sConversion Chart Principals.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.	In order to be highly effective, a principal must earn 59 or 60 HEDI points
Effective: Overall performance and results meet standards.	In order to be effective, a principal must earn 57 or 58 HEDI points
Developing: Overall performance and results need improvement in order to meet standards.	In order to be developing, a principal must earn 55 or 56 HEDI points
Ineffective: Overall performance and results do not meet standards.	In order to be ineffective, a principal must earn less than 55 HEDI points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

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

Created Thursday, May 03, 2012

Updated Wednesday, August 22, 2012

Page 1

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

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

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

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

PK-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Because research shows that children who are not reading on grade level by grade 3 have a low school success rate. Those below grade level in the fall will be expected to make more progress than those at grade level in order to "catch up". Proper interventions will make this possible. Therefore, in order to be effective, the district has set an achievement benchmark for any principals required to have an SLO.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A minimum of 91% of elementary students will achieve a level 3 on the ELA grade 3 NYS Assessment; a minimum of 91% of middle school students will achieve a level 3 on the ELA grade 8 NYS Assessment; a minimum of 91% of high school students will pass the English Regents in order to be rated highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Between 79-90% of elementary students will achieve a level 3 on the ELA grade 3 NYS Assessment; Between 79-90% of middle school students will achieve a level 3 on the ELA grade 8 NYS Assessment; Between 79-90% of high school students will pass the English Regents in order to be rated effective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Between 65-78% of elementary students will achieve a level 3 on the ELA grade 3 NYS Assessment; Between 65-78% of middle school students will achieve a level 3 on the ELA grade 8 NYS Assessment; Between 65-78% of high school students will pass the English Regents in order to be rated effective to be rated developing.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Less than 64% of elementary students will achieve a level 3 on the ELA grade 3 NYS Assessment; Less than 64% of middle school students will achieve a level 3 on the ELA grade 8 NYS Assessment; Less than 64% of high school students will pass the

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

assets/survey-uploads/5365/124663-lha0DogRNw/District Set SLO Administrator_1.pdf

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

None at this time

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	25

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Please see attached rubric. Domains 2 and 3 will be measured through observations. Domains 1 and 4 will be measured either through observations, structured review of student work, pre/post observation conversations, documented walk-throughs, teacher goal setting, or teacher self-reflection, or other teacher provided evidence.

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.

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.	We used one more than the maximum number of points available for a teacher who receives all "Effective" ratings for the bottom end of the range and the maximum number of points if all "Highly Effective" ratings are received for the top end of the range to obtain a raw score.
Effective: Overall performance and results meet NYS Teaching Standards.	We used one more than the maximum number of points available for a teacher who receives all "Developing" ratings for the bottom end of the range and the maximum number of points if all "Effective" ratings are received for the top end of the range to obtain a raw score.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	We used the maximum number of points available for a teacher who receives "Ineffective" ratings in at least one domain for the bottom end of the range and the maximum number of points if all "Developing" ratings are received for the top end of the range to obtain a raw score.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher who does not receive at least a "Developing" in three or more domains would be considered "Ineffective" and receive a raw score of less than 25.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- Not Applicable
-

8. Local Measures (Principals)

Created Thursday, May 03, 2012

Updated Wednesday, August 22, 2012

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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.

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-5	(d) measures used by district for teacher evaluation	TerraNova 3 ELA Levels 10-15
6-8	(d) measures used by district for teacher evaluation	TerraNova 3 ELA Levels 16-18
9-12	(h) students' progress toward graduation	Credits earned as recorded on Student Transcripts in grades 9-11

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 set SLO goals for student achievement based on 2011-2012 data. Between 55-77% of the total number of students at each grade level will meet the goal in order for the principal to be rated effective. More than 77% meeting the goal would be rated highly effective. Less than 55% but more than 49% would be rated developing. Less than 49% would be rated ineffective.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	More than 77% meeting the goal would be rated highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Between 55-77% of the total number of students at each grade level will meet the goal in order for the principal to be rated effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Less than 55% but more than 49% would be rated developing.

grade/subject.

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

Less than 49% would be rated ineffective.

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

(No response)

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

[assets/survey-uploads/5366/124664-qBFVOWF7fC/Local Assessment HEDI points Value Added Administrators.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals will set SLO goals for student achievement based on 2011-2012 data. Between 55-77% of the total number of students at each grade level will meet the goal in order for the principal to be rated effective. More than 77% meeting the goal would be rated highly effective. Less than 55% but more than 49% would be rated developing. Less than 49% would be rated ineffective.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	More than 77% meeting the goal would be rated highly effective.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Between 55-77% of the total number of students at each grade level will meet the goal in order for the principal to be rated effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 55% but more than 49% would be rated developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 49% would be rated ineffective.

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

(No response)

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

assets/survey-uploads/5366/124664-T8MIGWUVm1/Local Assessment HEDI points Administrators_1.pdf

8.3) Locally Developed Controls

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

None at this time.

8.4) Principals with More Than One Locally Selected Measure

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

No multiple measures are anticipated at this time. If any principal does have more than one locally selected measure, results will be averaged.

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/124657-Df0w3Xx5v6/TIP.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Before teachers leave in June for the summer break, administrators will go over the "60 points" as well as the determination of HEDI points based on local assessments and District assigned growth scores. We anticipate that the majority of teachers will have their composite scores prior to the summer break. The state growth scores will be included as soon as they are received in the District. Administrators will have the final discussion with teachers in September who receive state growth scores over the summer. Appeals can be filed as outlined below.

Appeals Process

Appeals of annual performance reviews (“APPR”) shall be limited to those performance reviews for

1. Tenured teachers

- o “Ineffective” or “Developing” ratings
- o Substance of the APPR
- o Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.
- o The District’s issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-c in connection with an ineffective or developing rating.

2. Probationary teachers:

- o “Ineffective” rating
- o Substance of the APPR but limited to Level 1 of the Appeals Process only
- o Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.
- o The District’s issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-c in connection with an ineffective rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

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 s/he seeks relief.

EXCLUSIVITY OF 3012-c APPEAL PROCEDURE

The appeal procedure outlined above shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher APPR. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

PROCESS

I. Level 1 – Evaluator

A. Informal – Following a qualifying event as defined in the above sections, the teacher should request a follow-up meeting with the lead evaluator to informally discuss any and all related issues in an effort to resolve any differences.

B. Formal - Any appeal must be submitted to the evaluator in writing no later than ten (10) school days from the date when the teacher receives his/her annual performance professional review or Teacher Improvement Plan.

When submitting an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the APPR and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending.

Within ten (10) school days of receipt of an appeal, the lead evaluator must submit a detailed written response to the appeal including all supporting documents, as well as any additional supporting documents or materials relevant to the response. The teacher and Association President will receive copies of the response and documents.

Any supporting documentation/information not submitted or noted by either party in the Level 1 appeal shall not be considered at any further steps of the appeal.

II. Level 2 – Review Board

A Review Board, consisting of one tenured administrator (not the evaluator) appointed by the Superintendent or designee and two tenured teachers appointed by the Association President or designee. The committee shall operate under the consensus model.

If a teacher is not satisfied with his/her level 1 response, s/he must submit a written appeal to the Review Panel within five (5) school days of the receipt of the written Level 1 response.

Within five (5) school days of receipt of the teacher’s appeal, the Review Panel will conduct a hearing at which the teacher and his/her union representative (optional) and the evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Review Panel’s hearing, the Review Panel will issue a written determination to the teacher, Teacher Association President, the Superintendent, and the Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

III. Level 3 – Superintendent

Within five (5) school days of the receipt of the Review Panel’s Level 2 response, if a teacher is not satisfied with such response or if consensus is not reached by the Review Panel, the teacher must submit a written appeal to the Superintendent.

Within five (5) school days of the receipt of such appeal, the Superintendent may conduct a hearing at which the teacher and his/her union representative (optional) and the Evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Superintendent’s hearing, the Superintendent shall issue a written determination to the teacher, Teacher’s Association President and the Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

RECORDS

The entire appeals record will be part of the teacher’s APPR.

After entering or noting a document into the record at Level 1 of the Appeals Process, the District shall maintain copies of all the documents/information for further stages of the Appeals Process.

GENERAL CONDITIONS

- Education Law 3012-c has always required that APPR constitute a “significant factor” in employment decisions, including but not limited to tenure determinations and termination of probationary teachers. It does not require that the APPR be the sole or determinative factor in tenure or termination decisions, merely that the APPR be considered in making such determinations.
- Prior to completion of the APPR in the first year of the probationary term, a probationary teacher may be summarily dismissed for constitutionally and statutorily permissible reasons (include but are not limited to: misconduct, insubordination, time and attendance issues, or conduct inappropriate for a teaching professional) other than classroom performance without regard to the APPR.
- The District may make a tenure determination or termination decision during an APPR appeal as long as it does not rely upon the performance that is being appealed (the subject of the appeal).
- If the termination determination is based solely upon performance and rating that is the subject of a pending rating appeal, the District will await completion of the appeal process before making that determination.

APPR

APPEALS FORM

Please submit the signed and completed form to the Lead Evaluator (Level 1), Review Board (Level 2), or Superintendent (Level 3).

Teacher Name _____ Date APPR/Tip Received _____

Authoring Evaluator Date of Appeal _____

By submitting this appeal, I am requesting that the Lead Evaluator, Review Team, or Superintendent review the attached APPR and supporting documents to determine whether to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

Teacher Signature _____ Date _____

LEVEL OF APPEAL (check one)

Level 1 Level 2 Level 3

TYPE OF APPEAL

PROCEDURAL: Please explain why the evaluation process was procedurally flawed (include CBA language, relevant documents and the evaluation or TIP under appeal). Attach additional pages if necessary.

SUBSTANTIVE: Please check all the boxes below for areas that are being appealed. Explain why you believe the remedy being sought should be granted. Attach additional pages if necessary.

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

REMEDY SOUGHT:

6.4) Training and Certification of Lead Evaluators and Evaluators

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

All administrators who assess teachers were trained by BOCES in 2011-2012 in nine sessions and were certified by the Board of Education. These administrators will also be trained by Teachscape in 2012-2013. This training involves approximately 20 hours of course work plus a final exam. This training includes video examples and practice sessions for a variety of classroom settings, including special education. All teachers will be given an overview of the new assessment procedure in 2012-2013 and provided access to additional, extensive training via Teachscape. In addition, professional development will be offered throughout the 2012-2013 school year. Administrators will be required to review the training sections of Teachscape on a bi-annual basis and co-rate one teacher each year with another administrator in order to maintain inter-rater reliability over time. Administrators will be recertified each year by the Board of Education after completing the review training and inter-rater reliability verification process.

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

11. Additional Requirements - Principals

Created Thursday, May 03, 2012

Updated Monday, July 02, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/124667-Df0w3Xx5v6/Principal Improvement Plan_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:

Appeals Process

A. Appeals are limited to those identified by Education Law §3012-c, as follows:

- 1. The substance of the annual professional performance review;*
- 2. The school district's adherence to the standards and methodologies required for such reviews;*
- 3. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- 4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews.*

B. Appeals of annual professional performance reviews may be brought for ineffective or developing ratings only.

C. A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

D. The burden shall be on the district to establish evidence that the rating given to the appellant was justified.

E. All appeals shall be filed in writing.

F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.

G. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

H. Within fifteen (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

I. Within ten (10) business days of the district's response, a Review Committee will be formed, consisting of two (2) district level administrators chosen by the District and one (1) Principal chosen by the NAA. The parties agree that:

a. The Review Committee shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.

b. The hearing shall be conducted in no more than three (3) hours unless extenuating circumstances are present and the Review Committee requests more time.

c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;

d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;

e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;

f. The district shall have the opportunity to present its case supporting the rating and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

g. The Review Committee's decision will be made by consensus.

K. A written decision on the merits of the appeal shall be rendered no later than fifteen (15) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a district's rating. A copy of the decision shall be provided to the principal and the district representative.

L. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review.

M. All legal costs incurred will be the responsibility of the party incurring such costs. Any costs for the Review committee, other than BOCES services, will be shared between Principal and District.

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

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

11.4) Training and Certification of Lead Evaluators and Evaluators

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

All Evaluators received 8 training sessions through TST BOCES throughout the 2011-2012 school year. In addition, evaluators will take a 20 hour on-line training course through Teachscape over the summer on evaluating teachers using the Charlotte Danielson 2011 rubric in order to assure inter-rater reliability. A refresher course will be taken each year and at least one teacher evaluation per evaluator will be co-observed each year to maintain inter-rater reliability.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 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.

	ELA	Assessment
K	State-approved 3rd party assessment	TerraNova 3 Level 10 ELA
1	State-approved 3rd party assessment	TerraNova 3 Level 11 ELA
2	State-approved 3rd party assessment	TerraNova 3 Level 12 ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered “educationally significant” according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher’s students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. A chart showing the distribution of points is uploaded below.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Growth of 7 NCE points is considered “educationally significant”. The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	TerraNova 3 Level 10 Math
1	State-approved 3rd party assessment	TerraNova 3 Level 11 Math
2	State-approved 3rd party assessment	TerraNova 3 Level 12 Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered “educationally significant” according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher’s students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. A chart showing the distribution of points is uploaded below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Growth of 7 NCE points is considered “educationally significant”. The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating

because this is the minimum growth that is acceptable.

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

There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.

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

Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

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	State-approved 3rd party assessment	TerraNova 3 Level 16 Science
7	State-approved 3rd party assessment	TerraNova 3 Level 17 Science

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered "educationally significant" according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher's students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. A chart showing the distribution of points is uploaded below.

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

Growth of 7 NCE points is considered "educationally significant". The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.

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

A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.

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

There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.

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

Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

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	State-approved 3rd party assessment	TerraNova 3 Level 16 Social Studies
7	State-approved 3rd party assessment	TerraNova 3 Level 17 Social Studies
8	State-approved 3rd party assessment	TerraNova 3 Level 18 Social Studies

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered "educationally significant" according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher's students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. A chart showing the distribution of points is uploaded below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Growth of 7 NCE points is considered "educationally significant". The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.
Effective (9 - 17 points) Results meet District goals for similar students.	A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.
Developing (3 - 8 points) Results are below District goals for similar students.	There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

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	State-approved 3rd party assessment	TerraNova 3 Level 19 Social Studies

	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.	All students will be assumed to have little or no knowledge of the content area when beginning the course (i.e. baseline = 0). Teachers will use department-developed assessments to determine student baseline and progress throughout the year and use such data to design lesson plans targeted to student needs. • 85% of all students will receive at least a passing grade on the Content area Regents Exam and on the English Regents Exam. A table is uploaded below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of the teacher's students meet the above stated goal.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the teacher's students meet the above stated goal.
Developing (3 - 8 points) Results are below District goals for similar students.	50-79% of the teacher's students meet the above stated goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than half of the teacher's students meet the above stated goal.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	All students will be assumed to have little or no knowledge of the content area when beginning the course (i.e. baseline = 0). Teachers will use department-developed assessments to
--	--

2.11, below.	determine student baseline and progress throughout the year and use such data to design lesson plans targeted to student needs. • 85% of all students will receive at least a passing grade on the Content area Regents Exam and on the English Regents Exam. A table is uploaded below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of the teacher's students meet the above stated goal.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the teacher's students meet the above stated goal.
Developing (3 - 8 points) Results are below District goals for similar students.	50-79% of the teacher's students meet the above stated goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than half of the teacher's students meet the above stated goal.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All students will be assumed to have little or no knowledge of the content area when beginning the course (i.e. baseline = 0). Teachers will use department-developed assessments to determine student baseline and progress throughout the year and use such data to design lesson plans targeted to student needs. • 85% of all students will receive at least a passing grade on the Content area Regents Exam and on the English Regents Exam. A table is uploaded below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of the teacher's students meet the above stated goal.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the teacher's students meet the above stated goal.
Developing (3 - 8 points) Results are below District goals for similar students.	50-79% of the teacher's students meet the above stated goal.

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

Less than half of the teacher's students meet the above stated goal.

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	TerraNova 3 Level 19 ELA
Grade 10 ELA	State approved 3rd party assessment	TerraNova 3 Level 20 ELA
Grade 11 ELA	Regents assessment	English Regents Assessment

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

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

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

The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered "educationally significant" according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher's students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. A chart showing the distribution of points is uploaded below.

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

Growth of 7 NCE points is considered "educationally significant". The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.

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

A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.

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

There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.

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

Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Health	State-approved 3rd party assessment	TerraNova 3 ELA Level 20
Physical Education	State-approved 3rd party assessment	TerraNova 3 ELA Levels 10-22
Music	State-approved 3rd party assessment	TerraNova 3 ELA Levels 10-22
Art	State-approved 3rd party assessment	TerraNova 3 ELA Levels 10-22
Business Math	State-approved 3rd party assessment	TerraNova 3 ELA Levels 19-21/22
Independent living	State-approved 3rd party assessment	TerraNova 3 ELA Levels 19-21/22
Technology	State-approved 3rd party assessment	TerraNova 3 ELA Levels 16-21/22
Participation in Government	State-approved 3rd party assessment	TerraNova 3 ELA Level 21/22
Economics	State-approved 3rd party assessment	TerraNova 3 ELA Level 21/22
Spanish	State-approved 3rd party assessment	TerraNova 3 ELA Levels 15-21/22
Personal Finance	State-approved 3rd party assessment	TerraNova 3 ELA Levels 19-21/22
Journalism	State-approved 3rd party assessment	TerraNova 3 ELA Levels 19-21/22
Library	State-approved 3rd party assessment	TerraNova3 ELA Levels 10-15

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.	At the secondary level, college/career readiness requires a high level of reading and writing skills. ELA is the foundation of success in all areas. All teachers should contribute to the teaching of reading and writing in their content area to provide students with a wider and deeper understanding of ELA skills. Having one focus for all teachers will help develop a district-wide unified team approach to moving students up the ELA skill ladder and on to successful college and career experiences. For that reason, the ELA portion of the Terra Nova will be used to determine teacher effectiveness in all of the above subject areas.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Growth of 7 NCE points is considered "educationally significant". The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.
Effective (9 - 17 points) Results meet District goals for similar students.	A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.
Developing (3 - 8 points) Results are below District goals for similar students.	There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.

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

Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124611-TXEttx9bQW/District Set SLO Combined Files_5.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.

To encourage teachers to exceed their goals by utilizing best practices and analyzing data, "bonus" points are given for students who exceed the minimum standards set by SLO goals, which are based on student prior academic history. The explanation of how this is done is explained on the attached chart. We felt it was important to reward teachers who go above and beyond and want to encourage them to individualize instruction and encourage each student to push him/herself as well. Expectations for students with disabilities has been low in this district for too long and we want to encourage teachers to change their point of view on what/how much these students are capable of learning. Providing "bonus" points for teachers who exceed expectations will encourage this shift.

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

10. Composite Scoring (Principals)

Created Thursday, May 03, 2012

Updated Tuesday, June 26, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

12. Joint Certification of APPR Plan

Created Thursday, May 03, 2012

Updated Wednesday, August 22, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/124668-3Uqgn5g9Iu/Joint Certification August 2012.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.

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Wednesday, August 22, 2012

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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 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 : 610901040000

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

610901040000

1.2) School District Name: NEWFIELD CSD

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

NEWFIELD CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

3. Local Measures (Teachers)

Created Thursday, May 03, 2012

Updated Thursday, August 23, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 14
5	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 15
6	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 16
7	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 17
8	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 18

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	TerraNova 3 Math Level 14
5	4) State-approved 3rd party assessments	TerraNova 3 Math Level 15
6	4) State-approved 3rd party assessments	TerraNova 3 Math Level 16
7	4) State-approved 3rd party assessments	TerraNova 3 Math Level 17
8	4) State-approved 3rd party assessments	TerraNova 3 Math Level 18

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/124633-rhJdBgDruP/Local Assessment HEDI points.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	TerraNova 3 ELA Level 10
1	7) Student Learning Objectives	TerraNova 3 ELA Level 11
2	7) Student Learning Objectives	TerraNova 3 ELA Level 12
3	7) Student Learning Objectives	TerraNova 3 ELA Level 13

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	TerraNova 3 Math Level 10
1	7) Student Learning Objectives	TerraNova 3 Math Level 11
2	7) Student Learning Objectives	TerraNova 3 Math Level 12
3	7) Student Learning Objectives	TerraNova 3 Math Level 13

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE 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.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	TerraNova 3 Science Level 16
7	7) Student Learning Objectives	TerraNova 3 Science Level 17
8	7) Student Learning Objectives	TerraNova 3 Science Level 18

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	TerraNova 3 Social Studies Level 16
7	7) Student Learning Objectives	TerraNova 3 Social Studies Level 17
8	7) Student Learning Objectives	TerraNova 3 Social Studies Level 18

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	TerraNova 3 Social Studies Level 19
Global 2	7) Student Learning Objectives	TerraNova 3 Social Studies Level 20

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	TerraNova 3 Science Level 19
Earth Science	7) Student Learning Objectives	TerraNova 3 Science Level 20
Chemistry	7) Student Learning Objectives	TerraNova 3 Science Level 21/22
Physics	7) Student Learning Objectives	TerraNova 3 Science Level 21/22

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	TerraNova 3 Math Level 19
Geometry	7) Student Learning Objectives	TerraNova 3 Math Levels 20-21/22
Algebra 2	7) Student Learning Objectives	TerraNova 3 Math Level 20-21/22

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	7) Student Learning Objectives	TerraNova 3 ELA Level 19
Grade 10 ELA	7) Student Learning Objectives	TerraNova 3 ELA Level 20
Grade 11 ELA	7) Student Learning Objectives	TerraNova 3 ELA Level 21/22

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE 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.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Health	7) Student Learning Objectives	TST BOCES developed Health Assessment grades 8, 10
Economics	7) Student Learning Objectives	TerraNova 3 Math Level 21/22
Physical Education	7) Student Learning Objectives	TST BOCES developed PE Assessment for grades K-12
Spanish	7) Student Learning Objectives	TST BOCES developed Spanish Assessment for Grades 5-6, 7, 8, 9, 10, 11
Art	7) Student Learning Objectives	TST BOCES developed assessment for grades K-12
Technology 8	7) Student Learning Objectives	TST BOCES developed assessment for Technology grade 8
Life & Career Skills	7) Student Learning Objectives	TST BOCES developed assessment for Life & Career Skills grades 7-8
Music	7) Student Learning Objectives	TST BOCES developed assessment for music grades K-12
Business Math	7) Student Learning Objectives	TerraNova 3 Math Levels 19-21/22
Personal Finance	7) Student Learning Objectives	TerraNova 3 Math Levels 19-21/22
Library	7) Student Learning Objectives	TerraNova 3 ELA Levels 10-15

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.

<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>For those subjects areas using the Terra Nova, normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.</p> <p>For those subjects using BOCES developed testing, teachers will set goals via SLOs for class growth using the class average. The number of percentage points above or below the target growth will determine HEDI points for that teacher.</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>For those using the Terra Nova, the average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.</p> <p>For those using BOCES developed assessments, the class average for growth will exceed expectations by more than 4 percentage points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For those using the Terra Nova, the average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.</p> <p>For those using BOCES developed assessments, the class average for growth will meet the goal within the range set in the attached chart.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For those using the Terra Nova, the average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.</p> <p>For those using BOCES developed assessments, the class average for growth will be short of the goal by between 2-4 percentage points.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The average growth, as measured by NCE points on spring testing, is a negative growth between greater than 4 NCE points.</p> <p>For those using BOCES developed assessments, the class average for growth will be short of the goal by more than 4 percentage points.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124633-y92vNseFa4/Local Assessment HEDI points_1.pdf

3.14) Locally Developed Controls

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

None will be used at this time.

3.15) Teachers with More Than One Locally Selected Measure

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

The average of all SLOs used for local measures will provide a final score. The same scoring ranges used individually will be used to determine HEDI level for the overall 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

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Cheryl Thomas Aug 29, 2013

Teachers Union President Signature: Date:

William Mee 8-29-13

Administrative Union President Signature: Date:

Vicky Volpicelli 8/29/13

Board of Education President Signature: Date:

Stephen P. Allinger 8/29/13