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

Commissioner of Education
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December 19, 2014

Revised

Patricia E. Godek, Superintendent
North Babylon Union Free School District
5 Jardine Place
North Babylon, NY 11703

Dear Superintendent Godek:

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: Maureen Whitley

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 Wednesday, October 22, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580103030000

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

580103030000

1.2) School District Name: NORTH BABYLON UFSD

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

NORTH BABYLON UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Friday, December 19, 2014

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	New York State Grades 4 and 5 Math and ELA Assessments
1	School-or BOCES-wide, group or team results based on State assessments	New York State Grades 4 and 5 Math and ELA Assessments
2	School-or BOCES-wide, group or team results based on State assessments	New York State Grades 4 and 5 Math and ELA Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades K-2 ELA utilize the Building Level Mean Growth Percentile (MGP). Thus, the K-2 teachers' SLO will use the outcome of the 4th and 5th grade ELA and Math assessments for their building as shown in the MGP to HEDI point conversion chart in 2.11. The SLO for grade 3 ELA utilizes a state assessment. The District-developed assessments will be rigorous, comparable

	across classrooms and the same assessment will be used across a grade level or subject. For grade 3, a District developed common core ELA assessment will be used as a pretest and targets will be set for the third grade NYS assessments. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the chart attached in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A rating of highly effective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A rating of effective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A rating of developing is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A rating of ineffective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	New York State Grades 4 and 5 Math and ELA Assessments
1	School-or BOCES-wide, group or team results based on State assessments	New York State Grades 4 and 5 Math and ELA Assessments
2	School-or BOCES-wide, group or team results based on State assessments	New York State Grades 4 and 5 Math and ELA Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades K-2 Math utilize the Building Level Mean Growth Percentile (MGP). Thus, the K-2 teachers' SLO will use the outcome of the 4th and 5th grade ELA and Math assessments for their building as shown in the MGP to HEDI point conversion chart in 2.11. The SLO for grade 3 Math utilizes a state assessment. The District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 3, a District developed common core Math assessment will be used as a pretest and targets will be set for the third grade NYS assessments. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the chart attached in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A rating of highly effective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A rating of effective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A rating of developing is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A rating of ineffective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	New York State Grades 6, 7 and 8 Math and ELA Assessments
7	School- or BOCES-wide, group or team results based on State assessments	New York State Grades 6, 7 and 8 Math and ELA Assessments

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 SLOs for grades 6-7 Science utilize the Building Level Mean Growth Percentile (MGP). Thus, the 6-7 Science teachers' SLO will use the outcome of the 6th, 7th and 8th grade ELA and Math assessments for their building as shown in the MGP to HEDI point conversion chart in 2.11. The SLO for grade 8 Science utilizes a state assessment. For grade 8 Science, a student prior performance on state assessments will be used as a baseline and targets will be set for the 8th grade NYS science assessments. Principal/ lead evaluators and teachers will meet to establish growth target based on the baseline data for individual students. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the baseline data point. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the chart attached in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A rating of highly effective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A rating of effective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A rating of developing is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A rating of ineffective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	New York State Grades 6, 7 and 8 Math and ELA Assessments
7	School- or BOCES-wide, group or team results based on State assessments	New York State Grades 6, 7 and 8 Math and ELA Assessments
8	School- or BOCES-wide, group or team results based on State assessments	New York State Grades 6, 7 and 8 Math and ELA Assessments

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 SLOs for grades 6-8 Social Studies utilize the Building Level Mean Growth Percentile (MGP). Thus, the 6-8 Social Studies teachers' SLO will use the outcome of the 6th, 7th and 8th grade ELA and Math assessments for their building as shown in the MGP to HEDI point conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed based on the upload in 2.11 - MGP to HEDI Conversion Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed based on the upload in 2.11 - MGP to HEDI Conversion Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed based on the upload in 2.11 - MGP to HEDI Conversion Chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed based on the upload in 2.11 - MGP to HEDI Conversion Chart.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	New York State Global 2 and American History Regents Assessments

	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.	North Babylon UFSD will be measuring growth. An individual growth expectation target is being set. Principals/ lead evaluators and teachers will collaboratively set individual growth targets. The SLOs for high school Global 1 utilize a department group measure and the SLO for Global 2 and American History utilize NYS state Regents assessments. The District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For Global 2 and American History, a District developed common core Global 2 or American History assessment will be used as a pretest and targets will be set for

	the Global 2 and American History NYS Regents assessments. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. For Global 1, the department group measure will consist of the school-wide student growth target performance for students enrolled in Social studies courses ending in a regents exam that school year. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded chart in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed based on the upload in 2.11 See uploaded percentage to points conversion chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed based on the upload in 2.11 See uploaded percentage to points conversion chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed based on the upload in 2.11 See uploaded percentage to points conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed based on the upload in 2.11 See uploaded percentage to points conversion chart in 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	North Babylon UFSD will be measuring growth. An individual growth expectation target is being set. Principals/ lead evaluators and teachers will collaboratively set individual growth targets based on pre-assessments results. The SLOs for high school Living Environment, Earth Science, Chemistry, and Physics utilize NYS regents assessments. For these courses, a District developed common core subject specific assessment will be used as a pretest and targets will be set for each respective NYS Science Regents assessments specified for each course in section 2.7. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students.

	A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets, as compared to the pre-assessment baseline data point. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the chart uploaded in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed based on the upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed based on the upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed based on the upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed based on the upload in 2.11

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	North Babylon UFSD will be measuring growth. An individual growth expectation target is being set. Principals/ lead evaluators and teachers will collaboratively set individual growth targets based on pre-assessments results. The SLOs for high school Algebra 1, Geometry, and Algebra 2 utilize NYS regents assessments. For these courses, a District developed common core subject specific assessment will be used as a pretest and targets will be set for each respective NYS Math Regents assessments specified for each course in section 2.8. For students enrolled in the Common Core Algebra 1 or in Common Core Geometry courses who will take both, the NYS 2005 Standards Regents assessment and the NYS Common Core Regents assessments the calculations will use the higher of the two assessment scores. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets,

	as compared to the pre-assessment baseline data point. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded chart in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed based on the upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed based on the upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed based on the upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed based on the upload in 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive and Common Core ELA Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive and Common Core ELA Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive and Common Core ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	North Babylon UFSD will be measuring growth. An individual growth expectation target is being set. Principals/ lead evaluators and teachers will collaboratively set individual growth targets based on pre-assessments results. The SLOs for high school English Language Arts for grades 9 and 10 utilize a department group measure and the SLO for ELA Grade 11 utilizes Regents assessments. All assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 11 ELA, a comparable assessment to the regents exam will be used as a pretest and targets will be set for the 11th Grade State Regents exams based on the pretest results. Students enrolled in Common Core ELA courses will take both, the NYS Comprehensive and the Common Core English Regents assessments and the teachers will use the higher of the two assessment scores. We are establishing individualized growth targets for each student. Principal/ lead evaluators and teachers

	will meet to establish growth target based on the pretest baseline data for individual students. For Grade 9 English and for Grade 10 English, the department group measure will consist of the school-wide student growth target performance for students enrolled in all English 11 courses ending in that regents exam for that school year. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded chart in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed based on the upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed based on the upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed based on the upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed based on the upload in 2.11

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	North Babylon UFSD Developed Grade Specific Art Assessment
Music	District, Regional or BOCES-developed	North Babylon UFSD Developed Grade Specific Music Assessment
Physical Education	District, Regional or BOCES-developed	North Babylon UFSD Developed Grade Specific Physical Education Assessment
ELA and/ or Math 4-8	State Assessment	NYS Grade and Subject Specific Assessments
Math and Reading AIS K-5	School/BOCES-wide/group/team results based on State	New York State Grades 4 and 5 Math and ELA Buillding Level Mean Growth Percentile (MGP)
Self-Contained Special Education	State Assessment	NYSAA
ESL	State Assessment	NYSESLAT
8th grade Living Environment courses	State Assessment	NYS Living Environment Regents Assessments
Library K-5	School/BOCES-wide/group/team results based on State	New York State Grades 4 and 5 Math and ELA Buillding Level Mean Growth Percentile (MGP)
Grade 8 Accelerated Math	State Assessment	NYS Integrated and Common Core Algebra Regents Exams
Resource Room K-5	School/BOCES-wide/group/team results based on State	New York State Grades 4 and 5 Math and ELA Buillding Level Mean Growth Percentile (MGP)

	Resource Room 6-8	School/BOCES-wide/group/team results based on State	New York State Grades 6, 7 and 8 Math and ELA Buillding Level Mean Growth Percentile (MGP)
	Resource Room 9-12	School/BOCES-wide/group/team results based on State	New York State Integrated and Common Core Algebra and Comprehensive and Common Core English Regents Exams
	All Other K-5 Courses Not Listed	School/BOCES-wide/group/team results based on State	New York State Grades 4 and 5 Math and ELA Buillding Level Mean Growth Percentile (MGP)
	All Other 6-8 Courses Not Listed	School/BOCES-wide/group/team results based on State	New York State Grades 6, 7 and 8 Math and ELA Buillding Level Mean Growth Percentile (MGP)
	All Other 9-12 Courses Not Listed Above	School/BOCES-wide/group/team results based on State	New York State Integrated and Common Core Algebra, Geometry, Algebra 2 Trigonometry and ELA Regents Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for the courses listed in 2.10 will be rigorous and comparable. The same assessment will be used across all classrooms in the same course and grade. Principal/ lead evaluators and teachers will meet to establish an individual growth expectation target based on the pretest baseline data for individual students. Grades 4-8 ELA and Math are listed in task 2.10 as a back-up SLO. The teacher in collaboration with the lead evaluator or principal will set individual growth targets for students based on their prior academic history. ESL or Special Education teachers whose students take the NYSESLAT or the NYSAA will use the same model unless their students have two consecutive years' worth of data. In this case, individual growth targets will be set based on the prior years' assessment results. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded chart in section 2.11. All Math and Reading AIS K-5, and Resource Room grades K-5 teachers in elementary buildings will receive a growth score calculated as the building Level Mean Growth Percentile (MGP) for Math and ELA as shown in the MGP to HEDI point conversion chart in 2.11. All Resource Room grades 6-8 teachers will receive a score for the growth sub-component of their score calculated as the building Level Mean Growth Percentile (MGP) for Math and ELA as shown in the MGP to HEDI point conversion chart in 2.11. For Grade 8 Accelerated Math, teachers in collaboration with the lead evaluator or principal will set individual growth targets based on students' growth on the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents, where applicable and teachers will use the higher of the two assessment scores. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded chart in section 2.11.

	All Resource Room grades 9-12 teachers will receive a score for their growth sub-component based on the school wide percentage of students who meet or exceed their individual growth targets for the Algebra 1 and English Regents assessments, as set by the teachers in collaboration with principal/ lead evaluator based on the pre-assessment data. For teachers whose students take both, the NYS Integrated Algebra Regents Assessment in addition to the NYS Common Core Algebra Regents Assessment and/ or The NYS Comprehensive English and/ or Common Core English Regents Assessment(s) the higher of the two assessment scores will be included in their growth sub-score calculation. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded attachment in section 2.11. For all other 9-12 courses we will use the school-wide percentage of students who meet their individual growth targets. All other teachers who are wrapped into their building group measures as specified in 2.10 will receive a score for the growth sub-component of their score calculated as the building Level Mean Growth Percentile (MGP) for Math and ELA as shown in the MGP to HEDI point conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher based on the uploads shown in 2.11. See upload in 2.11 - MGP to HEDI Conversion Chart See uploaded percentage to points conversion chart in 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/676283-TXEtxx9bQW/Rev Upload-Section 2.11 Teacher NB Conversion for SLO.docx

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.

Adjustments will be made for teachers that have students with disabilities, and English language learners.
If teachers have more than 20% of their class consisting of either ELL or SWD students or more than 20% of both categories combined they will receive 2 additional points to their final SLO score. If teachers have more than 10% of their class consisting of ELL or SWD students or more than 10% of both categories of students ELL and SWD combined then they will receive 1 additional point to their final SLO score.
The rational for these adjustments is that the academic history of students in these categories shows that they tend to perform at a lower level than their peers due to these factors and present unique instructional challenges. Problematic incentives will be mitigated because the class rosters are being set and finalized in the beginning of the school year by the principal without input from the teacher. As such, teachers cannot transfer students out of their classroom except under serious circumstances as decided by the building principal.
Under no circumstances will a teacher's HEDI score be adjusted by more than two additional points.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)
If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

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Updated Friday, December 19, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The District developed assessments for ELA grades 4-8 will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students

	that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. The percentage passing will then be converted to a scale score of 0 to 15 points as shown in section 3.3 (see chart). The uploaded 20 point chart in 3.13 will be used until the value-added measure is implemented. For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The District developed assessments for Math grades 4-8 will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving

	a score of 65 out of 100 or higher on the final. The percentage passing will then be converted to a scale score of 0 to 15 points as shown in section 3.3 (see chart). The uploaded 20 point chart in 3.13 will be used until the value-added measure is implemented. For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.3

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	North Babylon UFSD will be measuring achievement. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year final assessment. The District final assessments for grades K-3 ELA will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher. This percentage will be

	converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade K Math Assessment
1	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	North Babylon UFSD will be measuring achievement. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year final assessment. The District final assessments for grades K-3 Math will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students

	that passed the district developed final assessment by receiving a score of 65 out of 100 or higher. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

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	North Babylon UFSD Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	North Babylon UFSD 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.	North Babylon UFSD will be measuring achievement. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year final assessment. The District final assessments for grades 6-8 Science will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a

	score of 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	North Babylon UFSD 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.	North Babylon UFSD will be measuring achievement. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year final assessment. The District final assessments for grades 6-8 Social Studies will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as

achievement for grade/subject.	established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 9 Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global 2 Social Studies Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Social Studies Regents Exam

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.	North Babylon UFSD will be measuring achievement. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year final assessment or Regents Exam. The District developed assessments for high school social studies will be rigorous, comparable across classrooms and the same assessment or Social Studies Regents exam will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment or the NYS Social Studies regents exam by receiving a score of 65 out of 100 or higher on the final or on the NYS Social Studies Regents exam. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	North Babylon UFSD will be measuring achievement. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year Regents Exam. The same science Regents exam will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the NYS Science regents exam by receiving a score of 65 out of 100 or higher on it. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the science regents assessment with a score of 65 or higher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as

grade/subject.	established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents Assessment and New York State 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, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	North Babylon UFSD will be measuring achievement. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year final assessment or Regents Exam. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that took and passed the NYS 2005 Standards Regents exam and/ or NYS Common Core Regents Exams by receiving a score of 65 out of 100 or higher in each of the regents math courses. For students taking both regents exams, the teachers will use the higher of the two grades. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed

	assessment with a score of 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	North Babylon UFSD Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents Exam and Common Core 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 in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	North Babylon UFSD will be measuring achievement. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year final assessment or Regents Exam. The District developed assessments for high school English Language Arts will be rigorous, comparable across classrooms and the same assessment or NYS ELA assessments will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment or the NYS Comprehensive English and/ or Common Core English regents Assessments by

	receiving a score of 65 out of 100 or higher. For students taking both regents exams, the NYS Comprehensive English and Common Core English regents Assessments the teachers will use the higher of the two grades. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

3.12) All Other Courses

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

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Art	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment
	Music	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment
	Physical Education	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment
	Health	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment
	Math and Reading AIS K-5	6(ii) School wide measure computed locally	NBUFSD District Developed Grades 4 and 5 Math and ELA Assessments
	Self-Contained Special Education K-5	6(ii) School wide measure computed locally	NBUFSD District Developed Grades 4 and 5 Math and ELA Assessments
	8th grade Living Environment courses	3) Teacher specific achievement/growth score computed locally	NYS Living Environment Regents Assessments
	Library K-5	6(ii) School wide measure computed locally	NBUFSD District Developed Grades 4 and 5 Math and ELA Assessments

	Technology 6-8	6(ii) School wide measure computed locally	NBUFSD District Developed Math and ELA Assessment for Grades 6, 7, and 8
	Business and Technology 9-12	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment
	Resource Room K-5	6(ii) School wide measure computed locally	NBUFSD District Developed Math and ELA Assessments for Grades 4 and 5
	Resource Room 6-8	6(ii) School wide measure computed locally	NBUFSD District Developed Math and ELA Assessment for Grades 6, 7, and 8
	Resource Room 9-12	6(ii) School wide measure computed locally	NYS Math and ELA Course Specific Regents Assessments
	Family and Consumer Science 6-12	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment
	All Other K-5 Courses Not Listed Above	6(ii) School wide measure computed locally	NBUFSD District Developed Math and ELA Assessments for Grades 4 and 5
	All Other 6-8 Courses Not Listed Above	6(ii) School wide measure computed locally	NBUFSD District Developed Math and ELA Assessment for Grades 6, 7, and 8
	All Other 9-12 Courses Not Listed Above	6(ii) School wide measure computed locally	NYS Math and ELA Course Specific Regents Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	North Babylon UFSD will be measuring achievement. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year final assessment. The District developed assessments for all other courses listed in section 3.12 will be rigorous, comparable across classrooms and the same assessment or group assessment mean will be used across a grade level or subject as indicated in table from section 3.12 above. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment as defined in previous sections by receiving a score of 65 out of 100 or higher for general education classes or with a score of 55 or higher for classes with more than 50% of their population consisting of classified students or students with disabilities. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher for general education classes or with a score of 55 or higher for classes with more than 50% of their population consisting of classified students or students with disabilities. For all Math and Reading AIS K-5, Resource Room K-5, Self-contained K-5, Library K-5 and All Other K-5 Courses not Listed above teachers in elementary buildings will receive an achievement score calculated as the overall percentage of

	students meeting the achievement pre-set target for Grades 4 and 5 Math and ELA end-of-year NBUFSD developed assessments by school, excluding students' scores from self-contained classes. All Resource Room grades 6-8 teachers, Technology 6-8 teachers, and All Other Teachers teaching 6-8 Courses Not Listed Above will receive a score based on the overall percentage of all students meeting the achievement pre-set target for Grades 6, 7, and 8 Math and ELA end-of-year NBUFSD developed assessments in grades 6-8 in their building. All Resource Room grades 9-12 teachers, and All Other 9-12 teachers teaching Courses Not Listed Above will receive a score based on the overall percentage of all students meeting the achievement pre-set target, as defined previously in section 3 for all Math and ELA courses in grades 9-12 in their building that end in a NYS Regents exam at the end of that school year. For teachers whose students take both, the NYS 2005 Standards Regents Math Assessments in addition to the NYS Common Core Regents Math Assessments and/ or the NYS Comprehensive English and/ or Common Core English Regents Assessment(s) the higher of the two assessment scores will be included in their local sub-score calculation. The percentage of students that meet or exceed their individualized achievement target will correspond to a 0 to 20 HEDI achievement score for the teacher using the uploaded attachment in section 3.13. Where school wide measures are listed points will be based on the school wide percent of students meeting the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

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/12149/676284-y92vNseFa4/Rev Upload-Section 3.13 NB Conversion Teacher 3.13_2_1.docx

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.

Adjustments will be made for teachers that have students with disabilities, and English language learners.
If teachers have more than 20% of their class consisting of either ELL or SWD students or more than 20% of both categories combined they will receive 2 additional points to their final measure score. If teachers have more than 10% of their class consisting of ELL or SWD students or more than 10% of both categories of students ELL and SWD combined then they will receive 1 additional point to their final measure score.
The rational for these adjustments is that the academic history of students in these categories shows that they tend to perform at a lower level than their peers due to these factors and present unique instructional challenges. Problematic incentives will be mitigated because the class rosters are being set and finalized in the beginning of the school year by the principal without input from the teacher. As such, teachers cannot transfer students out of their classroom except under serious circumstances as decided by the building principal.
Under no circumstances will a teacher's HEDI score be adjusted by more than two additional points.

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 those teachers teaching multiple courses the percentage will be proportionally calculated and one score will result. This single HEDI score will be based on a single percentage derived by weighting the percentages for each measure proportionately based on the number of students covered by each measure.

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, December 19, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric | Rubric	Danielson's Framework for Teaching (2011 Revised Edition)

Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	46
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	14

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)
[SurveyTools.4] My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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.

SCORING:

The District APPR Committee has recommended assigning points to each domain as follows:
Domain 1: up to 15 points
Domain 2: up to 15 points
Domain 3: up to 15 points
Domain 4A: up to 1 point
Total maximum = 46 points
Domain 4B to 4F: up to 14 points (structured review of artifacts)

RATING OBSERVATIONS:
North Babylon UFSD will be using an averaging model for scoring teachers' overall observation component. Teachers will be assigned

a HEDI score from 0 to 60 based on multiple classroom observations using the Danielson rubric. In order to determine the score 0 to 60 the teacher will receive an individual score of 1 to 4 for each subcomponent within the 4 domains, as described in the uploaded rubric in task 4.5.
The summative ratings for Domains 1, 2, 3 and 4A will be based on the average of all announced and unannounced observations' ratings for each domain, and the ratings for Domain 4 components will be based upon the structured review of artifacts conducted at the end-of-year conference.
The final point averages for all domains' ratings will determine the overall rubric score ranging from 0-60 points as per conversion chart uploaded in task 4.5.

Step 1: At the conclusion of each formal observation cycle, the administrator will select the appropriate rating for each component in Domains 1, 2, and 3 and 4.A. The ratings for all rated components of each observation report will be averaged and that average will be converted to a number out of 60 points based on the Table 3 observation shown in the uploaded document in task 4.5.

Step 2: Toward the end of the year, each teacher will meet with the administrator for a structured review of artifacts of teaching. The teachers will present evidence of their effectiveness in the Domain 4 components and the administrator will rate Domain 4B to 4F components based on the evidence that is presented and the shared analysis that takes place. Teachers are encouraged to collect such evidence over the course of the school year. Artifacts from Domains 1-3 may serve as evidence for components in Domain 4, i.e., refined lesson plans may show evidence of teacher growth. The average of all rated components from Domain 4 (B through F) will be converted to a number out of 60 points using the conversion chart from Table 3 Observation shown in the uploaded document in task 4.5.
Step 3: To compute the yearly average score for each teacher's observations we will sum up the score from step 1 weighted by a factor of .77 with the score from Step 2 weighted by a factor of .23. If necessary this score will be rounded to the nearest integer. Rounding will not allow for a teacher to move between any HEDI categories. This score will result into a teacher's rating of either highly effective, effective, developing or ineffective as shown in the uploaded document in task 4.5.

TENURED TEACHERS:
For Domains 1-3 and 4A, the scores for all formal observations for tenured teachers will be based on a minimum of one announced and one unannounced observation per tenured teacher.

NON-TENURED TEACHERS or TEACHERS ON TEACHER IMPROVEMENT PLANS:
For Domains 1-3 and 4A, the scores for all formal observations for non-tenured or on an improvement plan teachers will be based on a minimum of two announced per non-tenured teacher or teacher on an improvement plan and one unannounced observation which will include evidence from walk-through visitations by the administrator. If in each of the subsequent observations the teacher scores higher in a particular component then the principal or lead evaluator will determine the final score for that component holistically based on all of the evidence collected and observed.

RATING THE STRUCTURED REVIEW OF ARTIFACTS--ALL TEACHERS:
Toward the end of the year, each teacher will meet with his or her administrator for a summative conference that will include a structured review of artifacts of teaching. At that session, the teacher will present evidence of his or her effectiveness in the Domain 4 components, and then the administrator will rate Domain 4B to 4F components based on the evidence that is presented, and based on the shared analysis that takes place. Teachers are encouraged to collect such evidence over the course of the school year. A sample list of artifacts is appended. Artifacts from Domains 1-3 may be used to serve as evidence for Domain 4 components as appropriate. For instance, refined lesson plans or units may be submitted to show evidence of teacher growth (4e). Non-tenured teachers will incorporate their completed professional portfolios into their presentation of artifacts. MAXIMUM POSSIBLE POINTS FOR DOMAIN 4B-4F = 14 points

STUDENT TEACHING INCENTIVE
In order to encourage teachers to accept student teachers as part of their participation in the Professional Development School program, administrators will allow supervision of student-teaching to be presented as an artifact toward Subcomponent E of Domain 4.

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

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/12179/676285-eka9yMJ855/NB Section 4 -Danielson Teacher 60 points chart_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teacher performance and results are well above professional expectations, as defined by the Distinguished level of the Danielson rubric. Some of the characteristics that would be in evidence include students taking a lead role in the learning process, and teacher responsiveness in planning, environment, and instruction to the needs of individual students.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher performance and results meet district and professional standards as defined by the Proficient level of the Danielson rubric. Typically this would involve most students' needs being met most of the time, with the teacher being responsive to the needs of each class. Teaching practice is professional with clear evidence of solid planning, an environment conducive to student learning, coherent instructional delivery, and attention to all professional responsibilities.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers performing at the developing level are not fully meeting district or state professional standards, as described by the Basic performance level in the Danielson rubric. It is likely that students achieving at this level would be inconsistent in their performance, or only meet some students" needs.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers performing at this level are engaging in professional practice that is far below state expectations. Their professional practice generally impedes learning. Specific behaviors would be those described within the unsatisfactory performance level on the 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

Formal/Long	2
Informal/Short	1
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?

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, December 05, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Monday, December 15, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/676287-Df0w3Xx5v6/New -Sec 6.2 TIP.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

North Babylon Appeals of Annual Performance Evaluation Procedures

The following appeal process was negotiated between the North Babylon School District and the North Babylon Teachers' Organization for tenured teachers who have been rated "ineffective". A teacher is not authorized to begin the appeal process until s/he receives a composite score.

The following appeal process was negotiated between the North Babylon School District and the North Babylon Teachers' Organization for tenured teachers who have been rated "ineffective". The timeline for each step in the appeal process and the resolution of the appeal will occur in a timely and expeditious manner.
A. The complete composite (total) score for the APPR shall be provided to the teacher in a timely and expeditious manner or by any determined NYSED deadline. The teacher's rating and score on the 60 percent other measures of teacher effectiveness shall be computed and provided to the teacher, in writing, by the last day of school. The purpose of this notification is to give teachers sufficient time to assess their practice and plan accordingly. In the event a teacher receives an ineffective or developing rating, the NBTO shall receive notice within at most ten (10) business days of the ineffective or developing rating of that teacher's composite score. In the event said teacher does not want the NBTO to be apprised of said ratings, they shall sign a waiver stating such choice. Tenured teachers who have been rated "ineffective" shall be given an opportunity to have their APPR score reviewed by the Superintendent or his/her designee, by filing a written request for review which shall not be grievable and only teachers rated as "ineffective" can appeal.
B. Within five (5) business days of the receipt of the final annual summative from the administrator, the teacher may appeal the summative evaluation, in writing, to the building administrator. The appeal must be hand delivered to the building administrator, and the administrator must date and time stamp it. Performance ratings of "ineffective" are the only ratings subject to appeal. No other teachers shall be permitted to appeal their rating.

C. The written appeal shall articulate in detail the basis of the appeal to the building administrator. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

i. the school district's adherence to the standards and methodologies required for such review pursuant to Section 3012-c of the Education Law;
ii. the school district's adherence to the Regulations of the Commissioner;
iii. the school district's adherence to the timelines as outlined in the APPR document.

D. Within ten (10) business days of receipt of the appeal, the building administrator shall meet with the appellant.

E. Within ten (10) business days of the meeting between the appellant and the building administrator, the building administrator shall render his or her determination, in writing, with respect to the appeal.

F. If the appeal is not settled, or an answer has not been received by the teacher in the given time specified in step E, the teacher may within ten business days submit the same in writing to the Committee on Appeals. This committee make up shall be:

a. Two tenured administrators, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrators appointed shall not be the administrator who authored the evaluation.
b. Two tenured teachers appointed by the President of the Organization or his/her designee.

G. The committee will meet and render its decision by majority vote within ten business days of notification of the appeal.

H. If the teacher is not satisfied with the committee's decision or the committee could not get a majority, the teacher shall have 5 business days to forward the appeal to the Superintendent of Schools or designee who will have ten (10) business days to render a decision from receipt of the appeal.

I. The decision of the Superintendent of Schools or designee shall not be grievable, arbitrable, or reviewable in any other forum.

J. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law section 3020-a.

K. Performance ratings of "ineffective" are the only ratings subject to appeal. No other teachers shall be permitted to appeal their rating. Teachers are permitted to attach a rebuttal.

L. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher's improvement plan.

M. These timeframes may be extended by mutual agreement of the parties, yet regardless of any extensions, all appeals will conclude in a timely and expeditious manner in accordance with Education Law 3012-c.
N. A teacher may not file multiple appeals regarding the same performance review. 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.

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.

Lead Evaluator/Evaluator Description and Training
North Babylon administrators have been working together on evidence-based teacher observation and evaluation since September, 2009. They have had Danielson training and have informally incorporated use of the Danielson rubrics into existing district forms since that time. During the 2011-12 school year, administrators had in-district training (provided by an SED NTI trainer) regarding the connections between #1 (NYS Teaching Standards) and #4 (use of a State-approved teacher rubric) which continued during the 2012-2013 school year. More specifically, during these sessions participants cross-walked the NYS Teaching Standards and the Danielson rubric. Evidence based summative evaluation report writing were a major focus for the end of school year sessions, during which all participants were guided in a self-assessment of their own work samples.
During the 2011-12, 2012-2013, and 2013-2014 school years, the administrators had multiple experiences in enhancing their observations through an increased focus on evidence-based observation techniques (#2). Videos were analyzed and collaborative scoring took place to increase inter-rater reliability and accuracy. For instance, the administrators had experience using evidence-based observation techniques to code lessons planned at different schools in the district and work through the rubric to build accuracy and increase their focus on objective evidence.
The lead evaluator will be the primary person responsible for a teacher's evaluation. The lead evaluator is the person who completes and signs the summative annual professional performance review.
An evaluator is the individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. For teachers, the principal or any other assigned administrator shall be the lead evaluator. Lead Evaluators must be sufficiently trained according to guidelines established by SED. Training will consist of the nine required elements outlined in Regents Rules section 30-2.9.
In order to certify and re-certify our lead evaluators, the district scheduled sessions on March 6 and 7, 2013, on March 18, 2013, on April 3, 4, 8 and 12, 2013 and on June 26, 2013 when our administrators participated in inter-rater reliability and accuracy seminars. Our administrative team rated and analyzed video-taped lessons as well as lessons taught by classroom teachers thus having the opportunity to examine how their ratings compared with rating of their peer administrators. Each training day consisted of 8 hours with 45 minute lunch break and each session consisted of the following steps: administrators reviewed the Danielson observations rubric with instructor, administrators met with teacher to conduct scheduled pre-observation conference or watched a video-tape of it, administrators observed, coded and rated lesson observed, administrators participated in post-observation conference, administrators coded all information observed during the pre-observation, observation and post-observation sessions and rated each lesson in accordance with the Danielson teacher observation rubric. All ratings were completed confidentially by each participant. At the end of each training day, the consultant collected all evidence-based ratings from all participant administrators and created a statistical chart with this information in it. The outliers were discussed against the "true mean" and against the group average in order to increase inter-rater reliability and accuracy of rating.

This training will address the 9 required elements in regents rules section 30-2.9b. Further, the lead evaluator participated in other group trainings on April 22, 2014, ""NYS Lead Evaluator Training: Evidenced Based Teacher Observations" with a focus on bullet #9, on May 12, 2014 and on May 28, 2014 on further sessions focused on NYS Lead Evaluator Trainings.

Newly hired administrators who have never been trained in the use of the Danielson Rubric will receive Danielson training through ESBOCES in Suffolk County.

Additionally, North Babylon UFSD will ensure training of lead evaluators by continuing to send all lead evaluators to seminars held at the various BOCES or at NYSED. So far, our team attended three sessions on common core standards, data driven instruction, and evidenced based observations in accordance with SED's own requirements. All lead evaluators will be scheduled to continue training to ensure interrater reliability on observations and evaluations through sessions conducted by either WSBOCES or ESBOCES or independent Danieslon certified instructor in interrater reliability planned to continue every year.
To insure the integrity of the observation process the District will use twice a year principal/administrator meetings to review observation techniques and submitted observations to ensure interrater reliability. These meetings take place once in the fall and once in the spring and will total approximately 10 hours dedicated to meeting and training. In addition, the district leadership teams will meet routinely, when school is in session, to review observations conducted to date, sharpen observation skills, and review criteria for observation and evaluation according to SED requirements. Collection and analysis of evidence related to the Danielson rubric will be a critical component of the review conducted on the building and district level and ensure continued interrater reliablity.

All teacher evaluators will attend mandated NYSED module training as scheduled. This training will include evidenced based observation and evaluation, utilizing rubrics for effective observation, and the establishment of inter-rater reliability. The District will ensure certification and recertification over time through appropriate training as described above and continued training through the

various BOCES organizations.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers | Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers | Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

6.6) Assurances -- Teachers | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers | Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Monday, December 15, 2014

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		N/A

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, December 17, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	NBUFSD District Developed Grade Level ELA Assessment
	K-5	(d) measures used by district for teacher evaluation	NBUFSD District Developed Grade Level Math Assessment
	6-8	(d) measures used by district for teacher evaluation	NBUFSD District Developed Grade Level ELA Assessment
	6-8	(d) measures used by district for teacher evaluation	NBUFSD District Developed Grade Level Math Assessment
	9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents Exam and Common Core English Regents Assessment
	9-12	(d) measures used by district for teacher evaluation	NYS Integrated Algebra Regents Assessment and New York State 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.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	North Babylon UFSD will be measuring achievement for this component of principals' evaluation. A course-wide achievement expectation target is being set. The district has set an achievement target that each student will achieve a score of 65 or greater on their end of year final assessment or Regents Exam, as indicated. The District developed grade and course specific assessments for grades K-5 Math and ELA will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of

	students who met the established target achievement by school, we will calculate the percentage of students that passed the district developed final assessment for grades K-8 or the NYS Integrated Algebra Regents exam and/ or NYS Common Core Algebra Regents assessment, or the NYS Comprehensive English and/ or Common Core English regents Assessments by receiving a score of 65 out of 100 or higher for Grades 9-12. For students enrolled in common core courses, taking both, Algebra regents' exams or both ELA Regents exams the principal will use the higher of the two regents' grades in each subject area. For each building principal in Grades K-8 an overall proficiency average will be determined based on the percentage of all students in their buildings who meet or exceed the proficiency target of 65 or higher on the listed assessments. For grades 9-12 principal, an overall proficiency average will be determined based on the average percentage of all students in the building who met or exceeded the proficiency target of 65 or higher on the listed assessments. This percentage of students meeting target will be converted to a scale score of 0 to 20 points as shown in section 8.1 (see chart). For a principal to receive at least an effective rating we expect that at least 62% of the students enrolled in his/ her school will pass the final year district developed assessment or the state assessments with a score of 65 or higher. If a value-added model is approved by SED a corresponding 0-15 HEDI score will be determined based on the overall average percentage of students who meet or exceed the proficiency target in each principal's building as shown in the attachment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals having 85 to 100% of their students meeting this criteria.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals having 62 to 84% of their students meeting this criteria.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals having 55 to 61% of their students meeting this criteria.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals having below 55% of their students meeting this criteria.

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/12190/676289-qBFVOWF7fC/Upload-Section 8 NB Conversion Principal Local 8.1_1.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Controls/ Adjustments for special education, and ELL students will be calculated by principal as follows:

Adjustments will be made for principals that have students with disabilities, and English language learners. If principals have more than 20% of their building consisting of either ELL or SWD students or more than 20% of both categories combined they will receive 2 additional points to their final score. If principals have more than 10% of their school consisting of ELL or SWD students or more than 10% of both categories of students ELL and SWD combined then they will receive 1 additional point to their final score. The rational for these adjustments is that the academic history of students in these categories shows that they tend to perform at a lower level than their peers due to these factors and present unique instructional challenges. Problematic incentives will be mitigated because the school enrollments are being set and finalized in the beginning of the school year by the district without input from the principals except under serious circumstances as determined by the district. In no event will more than 2 additional points will be assigned.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Friday, December 19, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric | Rubric	Multidimensional Principal Performance Rubric

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

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.

The final component (60 points), of the evaluation ratings and effectiveness scores is based on locally developed other measures that meet standards prescribed by the Commissioner, and outlined within this plan.

Building Principals
An education leader promotes the success of every student by:
• facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
• advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
• ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;
• collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
• acting with integrity, fairness, and in an ethical manner;
• understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

For each school year, 60 points will be based on a broad assessment of principal leadership and management actions based on the multi-dimensional principal practice rubric. The Superintendent's assessment shall be based on at least two visits of at least 30 minutes or more to the school while in session. One will be as agreed to between the Superintendent (or his designee) and principal and one will be unannounced. Visits shall be conducted between October 1st and May 15th annually.

Visits may include but are not limited to:
• joint teacher observations
• staff development activities
• faculty meetings
• PTA meetings
• public presentations
• principal led school tours or visits
• disciplinary hearings
• other activities mutually agreed upon between the principal and superintendent or his designee

In the case of unannounced observational visits, when the observation commences the principal will be told that he/she is being observed.
The additional source of information for the Superintendent's consideration in utilizing the rubric and instrument shall be:
• A portfolio of school documents related to components of the rubric. These shall be provided to the District Superintendent by May

31st.

A principal's evaluation or summary will be completed, based on the multi-dimensional principal performance rubric. Each of the six domains contained therein will be evaluated. Each subcomponent contained within the six domains will be assessed with a score of 1.0 to 4.0.
This final score will be converted to a score between 0 and 60 based on the conversion shown in attachment. The final rating category (highly effective, effective, developing or ineffective) will be determined based on the Table 2 Principals attached.

An ineffective rating will be assigned when the overall average rubric score is between 1.0 - 1.4.
The principal will receive between 0-49 points.

A developing rating will be assigned when the overall average rubric score is between 1.5 - 2.4.
The principal will receive between 50-56 points.

An effective rating will be assigned when the overall average rubric score is between 2.5 - 3.4.
The principal will receive between 57-58 points.

A highly effective rating will be assigned when the overall average rubric score is between 3.5 - 4.0.
The principal will receive between 59-60 points.

The overall rubric scores indicated are the minimum scores required to attain the HEDI rating listed above.

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/12205/676290-pMADJ4gk6R/Rev NB Form 9.7 Princip Eval_1.docx

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

Highly Effective: Overall performance and results exceed standards.	Educational leadership policy standards (ISLA, 2008) form the basis for evaluation of principals using multiple measures. The principal's performance will be assessed using the multi-dimensional principal practice rubric. In order for a principal to be rated highly effective, the principal must earn 59-60 points on the Principal's Summative Evaluation Form which includes an assessment of the six domains included in the multi-dimensional principal's practice rubric. These points represent performance well above district expectations.
Effective: Overall performance and results meet standards.	Educational leadership policy standards (ISLA, 2008) form the basis for evaluation of principals using multiple measures. The principal's performance will be assessed using the multi-dimensional principal practice rubric. In order for a principal to be rated effective, the principal must earn 57-58 points on the Principal's Summative Evaluation Form which includes an assessment of the six domains included in the multi-dimensional principal's practice rubric. These points represent performance at district expectations.
Developing: Overall performance and results need improvement in order to meet standards.	Educational leadership policy standards (ISLA, 2008) form the basis for evaluation of principals using multiple measures. The principal's performance will be assessed using the multi-dimensional principal practice rubric. In order for a principal to be rated developing, the principal must earn 50-56 points on the Principal's Summative Evaluation Form which includes an assessment of the six domains included in the multi-dimensional principal's practice rubric. These points represent performance below district expectations.

Ineffective: Overall performance and results do not meet standards.	Educational leadership policy standards (ISLA, 2008) form the basis for evaluation of principals using multiple measures. The principal's performance will be assessed using the multi-dimensional principal practice rubric. In order for a principal to be rated ineffective, the principal must earn 0-49 points on the Principal's Summative Evaluation Form which includes an assessment of the six domains included in the multi-dimensional principal's practice rubric. These points represent performance well below district expectations.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Monday, December 08, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Wednesday, December 17, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/676292-Df0w3Xx5v6/Rev-Section 11 - PIP_2_2.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

11.3 NORTH BABYLON APPEAL PROCESS FOR PRINCIPALS

Appeals Procedure
A. Any principal who receives an ineffective or developing rating on their annual total composite APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools and/or the Superintendent's administrative

designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

B. What may be challenged in an appeal?

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
• the school district's adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
• the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.

C. Prohibition against more than one appeal

A principal may not file multiple appeals regarding the same performance review or 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.

D. Burden of Proof

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

E. Timeline for filing an appeal

An appeal of an APPR evaluation or a PIP must be commenced within twenty (20) school days of the presentation of the final document to the principal, in the case of a tenured principal, and twenty –two business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 5 calendar days if he or she is going to be on a planned vacation during the 20 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 15th day after classes begin during the September immediately following the last day of the PIP.

If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) school days of issuance of such plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed waived.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

F. Timeframe for District response

Within twenty (20) business days of receipt of an appeal or as soon as reasonably possible, the Superintendent shall schedule an appeal hearing. The appeal will be heard by a panel consisting of one person chosen by the principal, one person chosen by the district and outside third party such as an experienced school/ district administrator or BOCES representative. The decision of the panel shall be binding upon the parties. The hearing shall be scheduled at a location and time mutually agreeable to the evaluated principal and the appeals panel.

Within 10 days from the appeal conference, the panel must submit to the Superintendent and to the principal a detailed written determination in response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the panel's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered 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 panel or and any and all additional information submitted with the response, at the same time the school district files its response.

G. In the event the majority of the panel is unable to agree upon a decision, it must be reported to the Superintendent as soon as possible but in no event later than five business days. Thereafter, an outside retired expert will be chosen to be the deciding vote. The outside expert shall be chosen from a list of five to nine (5-9) retired administrators willing and qualified to conduct a review from a list provided by Suffolk County Organization for the Promotion of Education (SCOPE). If the parties cannot mutually agree upon an outside expert from the list provided then both parties shall be afforded an equal number of strike outs (2-4) with the remaining name being the individual selected. The outside expert shall review the submission submitted, hear the positions of the panelist and issue a majority written advisory decision from the panel within ten (10) business days.

If the appeal is sustained by the panel, no further review will be required.

H. The determination of the panel as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum.

I. All steps and the resolution in the appeal will occur in a timely and expeditious manner.

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.

North Babylon will use the Multidimensional Principal Performance Rubric for administrator evaluations.
The Superintendent is the lead evaluator of building principals. The lead evaluator will be the primary person responsible for a principal's evaluation. The lead evaluator is the person who completes and signs the summative annual professional performance review.
The certification of lead evaluators and evaluators in North Babylon consisted of the following:
The superintendent and assistant superintendents have attended monthly administrative cabinet meetings, and professional workshop as indicated below in order to continue training pertaining to various components of the Multidimensional Principal Performance Rubric.
JDL Socratic Solutions in-district Workshops (also available through the local BOCES) to be turnkey on the Multi-dimensional Principals Performance Rubric (MPPR), on the following dates:
Administrator's Training 5/7/12
Administrator's Training - March 6, 7, and 18, 2013 (2-hour sessions for each date provided)
Administrator's Training - April 3, and 4 2013 (2-hour sessions for each date provided)
Administrator's Training - June 26, 2013 (2-hour session)
Administrator's Training - April 22, 2014 (2-hour session)
Administrator's Training - May 12, 2014 (2-hour session)
Administrator's Training - May 28, 2014 (2-hour session)
Administrator's Training - NYS Lead Evaluator Training

NYSCOSS – New York Council of School Superintendents (Fall 2013, Spring 2014, and Fall 2014)
Fall Leadership Conference – Saratoga Springs (Fall 2013)
Western Suffolk BOCES
Principal Evaluator Training - 3/26/12
Principal Evaluator Training - 3/27/12
Principal Evaluator Training - 4/24/12
Principal Evaluator Training - 6/20/12
Principal Evaluator Training - 6/27/12

Webinar - Getting to Know the Multidimensional Principal Practice Rubric – 6/27/12

NYSED
Network Training Institute 2012 and 2013 training sessions (dates on file)

The superintendent and assistant superintendents will attend a one day training on ensuring interrater reliability in observations and evaluations conducted by BOCES or by JDL Socratic Seminars. Administrators will continue to have collegial circles and/ or observe clips of both novice and seasoned principals, collect data, write up as well as to share their observations with one another in order to ensure continous growth in MPPR. Going forward, the District will create peer review teams that will include staff members trained and involved in the Strengthening Teacher and Leader Effectiveness 2 Grant our district received to provide feedback in a "critical friend" environment. This too will provide ongoing training for re-certification and training of lead evaluators and evaluators. The training process for new evaluators will include all of the 9 elements found in section 30-2.9b of the regents rules.
The district will offer annual training, certification and recertification to maintain interrater reliability of evaluators over time. The Board of Education will certify and re-certify lead evaluators. The ISLLC standards will continue to be a focus of administrative training and professional collegial circles with the purpose of deepening their understanding and further informing their practice. During scheduled workshops, administrators will demonstrate and provide evidence of their understanding of the observation process as outlined in MPPR, Multidimensional Principal Performance Review. Training will consist of at least 10 hours a year. Planned summer workshops will afford administrators to further hone their skills as lead evaluators and share their experiences applying the MPPR model and examine examples of artifacts.

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 Friday, December 19, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/676293-3Uqgn5g9Iu/Updated Signature Page.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.

HEDI Criteria for North Babylon UFSD SLO Development – Percentage to Points Conversion Chart and MGP Conversion

Table 1* - Percentage to Points Conversion (20 points) - SLO[1]							
HE 100-85 20-18		E 84-62 17-9		D 61-55 8-3		I 54-0 2-0	
100-95	20	84-81	17	61-60	8	54-50	2
94-90	19	80-78	16	59	7	49-40	1
89-85	18	77-76	15	58	6	39-0	0
		75-74	14	57	5		
		73-72	13	56	4		
		71-70	12	55	3		
		69-68	11				
		67-65	10				
		64-62	9				

*Scores from 0 to 100 will be determined based on the table above and the controls explained below. ***For instance***, a teacher who has 62% of his/ her students achieving the individual growth target for the course will receive 9 points on their SLO sub-component.

Controls/ Adjustments for class attendance and for special education, and ELL students will be calculated by teacher as follows:

If teachers have more than 10% of their class consisting of ELL or SWD students or more than 10% of both categories of students ELL and SWD combined then they will receive 1 additional point to their final SLO score. If teachers have more than 20% of their class consisting of ELL or SWD students or more than 20% of both categories of students ELL and SWD combined then they will receive 2 additional points to their final SLO score. In no case will a teacher receive more than two additional points on any of their sub-component scores.

MGP to HEDI Conversion Chart

HEDI Scoring		How will evaluators determine what range of student performance “meets” the goal(effective) versus “we below” (ineffective), “below” (developing), and “well-above” (highly effective)? The following HEDI scoring is reflective of the “HEDI Criteria for SLO development at North Babylon UFSD.’																			
	Highly Effective			**Effective**									**Developing**						**Ineffective**		
	20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
	≥ 85	75 - 84	65 - 74	61 - 64	57 - 60	54 - 56	51 - 53	**48 - 50**	46 - 47	44 - 45	42 - 43	40 - 41	39	37 - 38	35 - 36	33 - 34	31 - 32	29 - 30	22 - 28	11 - 21	1 - 10
		If the building level MGP is a 48-50, the HEDI score will be a **13.**																			

Table 2- Percentage to Points Conversion (15) - Local Teachers*							
HE 100-85 15-14		E 84-62 13-8		D 61-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	61-60	7	54-50	2
91-85	14	79-75	12	59-58	6	49-40	1
		74-70	11	57	5	39-0	0
		69-67	10	56	4		
		66-64	9	55	3		
		63-62	8				

*Scores from 0 to 100 will be determined based on the table above and the controls explained below. ***For instance***, a teacher who has 62%-63% of his/her students passing the final exam for the course with a score of 65 will receive 8 points on this sub-component.

Controls/ Adjustments for special education and ELL students will be calculated by teacher as follows:

If teachers have more than 10% of their class consisting of ELL or SWD students, or more than 10% of both categories of students ELL and SWD combined, then they will receive 1 additional point on their final score. If teachers have more than 20% of their class consisting of ELL or SWD students, or more than 20% of both categories of students ELL and SWD combined, then they will receive 2 additional points on their final score. In no case will a teacher receive more than two additional points.

Table 3 - Percentage to Points Conversion (20 points) - Other Local* Teachers							
HE 100-85 20-18		E 84-62 17-9		D 61-55 8-3		I 54-0 2-0	
100-95	20	84-81	17	61-60	8	54-50	2
94-90	19	80-78	16	59	7	49-40	1
89-85	18	77-76	15	58	6	39-0	0
		75-74	14	57	5		
		73-72	13	56	4		
		71-70	12	55	3		
		69-68	11				
		67-65	10				
		64-62	9				

*Scores from 0 to 100 will be determined based on the table above and the controls explained below. ***For instance***, a teacher who has 62%-64% of his/her students passing the final exam for the course with a score of 65 will receive 9 points on this sub-component.

Controls/ Adjustments for special education and ELL students will be calculated by teacher as follows:

If teachers have more than 10% of their class consisting of ELL or SWD students, or more than 10% of both categories of students ELL and SWD combined, then they will receive 1 additional point on their final SLO score. If teachers have more than 20% of their class consisting of ELL or SWD students, or more than 20% of both categories of students ELL and SWD combined, then they will receive 2 additional points on their final SLO score. In no case will a teacher receive more than two additional points on any of their sub-component scores.

Table 1 Observation

N. BABYLON HEDI FOR 60 POINTS **Note: The numbers in each box represent rubric ratings and not points. The points out of 60 will be calculated based on the conversion chart located at the end of this document.**						
			Highly Effective	**Effective**	**Developing**	**I**
	Domain 1					
A.	Demonstrates knowledge of content and pedagogy		**4**	**3**	**2**	**1**
B.	Demonstrates knowledge of students		**4**	**3**	**2**	**1**
C.	Sets instructional outcomes		**4**	**3**	**2**	**1**
D.	Demonstrates knowledge of resources		**4**	**3**	**2**	**1**
E.	Designs coherent instruction		**4**	**3**	**2**	**1**
F.	Designs student assessments		**4**	**3**	**2**	**1**
	TOTAL FOR DOMAIN 1					
	Domain 2					
A.	Creates an environment of respect and rapport		**4**	**3**	**2**	**1**
B.	Establishes a culture for learning		**4**	**3**	**2**	**1**
C.	Manages classroom procedures		**4**	**3**	**2**	**1**
D.	Manages student behavior		**4**	**3**	**2**	**1**
E.	Organizes physical space		**4**	**3**	**2**	**1**
	TOTAL FOR DOMAIN 2					
	Domain 3					
A.	Communicates with students		**4**	**3**	**2**	**1**
B.	Uses questioning & discussion techniques		**4**	**3**	**2**	**1**
C.	Engages students in learning		**4**	**3**	**2**	**1**
D.	Uses assessment in instruction		**4**	**3**	**2**	**1**
E.	Demonstrates flexibility and responsiveness		**4**	**3**	**2**	**1**
	TOTAL FOR DOMAIN 3					
	Domain 4					
A.	Reflecting on teaching		**4**	**3**	**2**	**1**
B.	Maintaining accurate records		**4**	**3**	**2**	**1**

C.	Communicating with families		**4**	**3**	**2**	**1**
D.	Participating in a professional community		**4**	**3**	**2**	**1**
E.	Growing and developing professionally		**4**	**3**	**2**	**1**
F.	Showing professionalism		**4**	**3**	**2**	**1**
	TOTAL FOR DOMAIN 4					
	Final score					

Overall Average Rating =	

Step 1: At the conclusion of each formal observation cycle, the administrator will select the appropriate rating for each component in Domains 1, 2, and 3 and 4.A. The ratings for all rated components of each observation report will be averaged and that average will be converted to a number out of 60 points based on the Table 3 observation showed at the end of this document.

Step 2: Toward the end of the year, each teacher will meet with the administrator for a structured review of artifacts of teaching. The teachers will present evidence of their effectiveness in the Domain 4 components and the administrator will rate Domain 4B to 4F components based on the evidence that is presented and the shared analysis that takes place. Teachers are encouraged to collect such evidence over the course of the school year. Artifacts from Domains 1-3 may be serve as evidence for components in Domain 4, i.e., refined lesson plans may show evidence of teacher growth. The average of all rated components from Domain 4 will be converted to a number out of 60 points using the conversion chart from Table 3 Observation shown at the end of this document.

Step 3: To compute the yearly average score for each teacher's observations we will sum up the score from step 1 weighted by a factor of .77 with the score from Step 2 weighted by a factor of .23. If necessary this score will be rounded to the nearest integer.

Table 2 Observation:

Overall Rubric Score	Rating Category	0-60 Distribution by Rating Category
1.0-1.4	Ineffective	0-49
1.5-2.4	Developing	50-56
2.5-3.4	Effective	57-58
3.5-4.0	Highly Effective	59-60

Teacher's Initial: _____ Date: _____

Supervisor's Initial: _____ Date: _____

Table 3 Observation:

Teachers' Other Measures 0-60 Point Distribution

Overall Rubric Scores	HEDI Score	Overall Rubric Scores	HEDI Score	Overall Rubric Scores	HEDI Score
1.0	0	2.0	53	3.0	58
1.1	12	2.1	54	3.1	58
1.2	25	2.2	54	3.2	58
1.3	37	2.3	55	3.3	58
1.4	49	2.4	56	3.4	58
1.5	50	2.5	57	3.5	59
1.6	51	2.6	57	3.6	59
1.7	52	2.7	57	3.7	59
1.8	52	2.8	57	3.8	60
1.9	53	2.9	57	3.9	60
				4.0	60

North Babylon UFSD

Teacher Summative Evaluation Report:

Name: _____ School: _____ School Year: _____

Evidence	Possible Point Value	Points Awarded
State Assessment	25 (or 20 if no approved VA)	
Local Assessment	15 (or 20 if no approved VA)	
Other Measures	60	
	Total Points (out of 100)	

Teacher's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

North Babylon School District

IN THINKING ABOUT NEW YORK STATE'S "STRUCTURED REVIEW OF TEACHING ARTIFACTS," WHAT CONSTITUTES AN ARTIFACT AND WHAT CONSTITUTES A STRUCTURED REVIEW?

Teaching is an incredibly complex and demanding activity. There are innumerable things that teachers do, and products that they produce in the course of their teaching. In order to help teachers and their administrators to reflect on current levels of teaching practice and its impact on students, both individually and as part of a department or grade level, it is important to collect and reflect on sample artifacts of a teacher's practice and of student learning. The following list is meant to help administrators and teacher leaders to think about the kinds of things that might be examined and begin to think about what might be included in "a structured review of teaching artifacts." The items listed below are possible artifacts that may be used. Whatever process is decided on needs to help both teachers and administrators to reflect on

- *levels of teacher effectiveness across the domains,*
- *evidence of professional growth, and*
- *implications for continuous improvement of teaching and student learning.*

Domain 1: Planning & Preparation
• Sample lessons and units • Curriculum maps; pacing guides, essential questions, enduring understandings • Sample assessment tasks, with student work samples and your feedback • Homework samples, with student work samples and your feedback • Examples of differentiated tasks and/or homework • Rubrics for student use • Student interest inventories • Lists of resources used; outside sources; guest speakers; community resources; technology resources
Domain 2: Classroom Environment
• Mostly noted through formal and informal classroom observations. • Standards of conduct such as class rules or procedures and range of consequences • Routines • Strategies for student engagement and motivating effort
Domain 3: Instruction
• Mostly noted through formal and informal classroom observations. • Student assignments and assessments with work samples • Rubrics • Instances of differentiation, i.e., alternate assignments

• Grouping of students with rationale • Student correspondence, for instance through teacher web pages
Domain 4: Professional Responsibilities
• Sample communications to and from parents: letters, surveys, newsletters, etc. • Lists of professional activities in which you have been involved • Products that have resulted from your collaboration with other teachers • Any evidence of action research or professional inquiry • Information on participation in school activities • Reflections on professional readings • Reflection on personal professional goals, and progress made • Reflections on sample lessons or units • Grade books and other methods of documenting student progress, including student growth portfolios or any case studies

In thinking about the kinds of artifacts you might consider for inclusion in a review process, it will be important to ask what kinds of items and processes can serve to

- illuminate levels of teacher effectiveness,
- help highlight evidence of professional growth during the year, and
- help show how learning has been maximized for each individual student.

North Babylon School District
TEACHER IMPROVEMENT PLAN

The purpose of the Teacher Improvement Plan (TIP) is to provide organizational support and assistance to teachers (classroom and all other certified individuals) who are not meeting the State and District's professional performance standards. All who are rated ineffective or developing on their annual summative evaluation will be placed on a Teacher Improvement Plan. Additionally, individuals who may be having difficulty in meeting the New York State Teaching Standards (or analogous professional standards for non-classroom faculty members) may be placed on a TIP during the school year. While the District has a responsibility to remove faculty members who consistently perform below expectations, a major goal of a Teacher Improvement Plan is to provide those who may be experiencing some difficulties with a clear understanding of the specific concerns, and a focused, structured opportunity to become effective. Under the new APPR regulations, the number of faculty members being placed on improvement plans may increase; this should be seen as an opportunity to improve professional skills and not as a prelude to dismissal.

The TIP shall be developed by the district, in consultation with the teacher, the North Babylon Teachers' Association President or designee, and the Assistant Superintendent for Educational Services or his or her designee. It is designed to help a teacher to perform at an effective level. Each TIP will specify the following:

- identification of specific behaviors to be changed related to the District and/or New York State Teaching Standards, with a precise statement of expected outcomes
- a timeline for accomplishing change including the frequency and nature of required observations
- actions that the teacher will take in order to make the desired changes
- specific supports that are available to the teacher, including people, materials, or professional development opportunities, with input from the teacher as to who will provide support
- monitoring/periodic review/evaluation methods

Teacher Improvement Plan

Developed by : _____ Date: _____

Teacher

_____ _____

Administrator Other

Identification of specific behaviors to be changed (*areas in need of improvement*) and a statement of expected outcomes (*goals*) related to the North Babylon Teaching Performance Rubrics:

Timeline for accomplishing change:

Monitoring Steps:

Specific description of multiple supports that will be provided to the teacher, and or actions that will be taken, which may include, for instance:

- Mentoring, professional development, coaching and or observations by the Department Chair and/or Administrator
- Workshops, courses, peer visitations

Actions that the teacher agrees to take, in order to achieve the targeted outcomes:

Assessment Criteria and Evaluation:

How progress in the change effort will be monitored and evaluated, including the *frequency and nature of required observations, if applicable:

Signatures of teacher, union representative, and the administrator indicate agreement to the above plan.

_____ _____ _____ _____

Teacher *Date* *Asst. Superintendent for Ed. Services or designee* *Date*

_____

Teacher's Association President or designee

Table 4 - Percentage to Points Conversion (15) - Local* Principal							
HE 100-85 15-14		E 84-62 13-8		D 61-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	61-60	7	54-50	2
91-85	14	79-75	12	59-58	6	49-40	1
		74-70	11	57	5	39-0	0
		69-67	10	56	4		
		66-64	9	55	3		
		63-62	8				

*Scores from 0 to 100 will be determined based on the table above and the controls explained below. ***For instance***, a principal who has 62%-63% of his/her students passing the final exams for the math and ELA courses with a score of 65 will receive 8 points on this sub-component.

Controls/ Adjustments for class attendance and for special education, and ELL students will be calculated by principals as follows:

Adjustments will be made for principals that have students with disabilities, and English language learners. If principals have more than 20% of their building consisting of either ELL or SWD students or more than 20% of both categories combined they will receive 2 additional points to their final score. If principals have more than 10% of their school consisting of ELL or SWD students or more than 10% of both categories of students ELL and SWD combined then they will receive 1 additional point to their final score. The rational for these adjustments is that the academic history of students in these categories shows that they tend to perform at a lower level than their peers due to these factors and present unique instructional challenges. Problematic incentives will be mitigated because the school enrollments are being set and finalized in the beginning of the school year by the district without input from the principals except under serious circumstances as determined by the district.

See Table 5 on next Page

Table 5 - Percentage to Points Conversion (20 points) - if Value-Added measure is not approved* Principals							
HE 100-85 20-18		E 84-62 17-9		D 61-55 8-3		I 54-0 2-0	
100-95	20	84-81	17	61-60	8	54-50	2
94-90	19	80-78	16	59	7	49-40	1
89-85	18	77-76	15	58	6	39-0	0
		75-74	14	57	5		
		73-72	13	56	4		
		71-70	12	55	3		
		69-68	11				
		67-65	10				
		64-62	9				

North Babylon UFSD

Principal Evaluation Form

Name:_____ School: _____ School Year: _____

Instructions: **Note: The numbers in each box represent rubric ratings and not points. The points out of 60 will be calculated based on the conversion chart located at the end of this document.**

This form is used to rate the principal's performance on all of the following:

Rating Scale:

Highly Effective = 4	Effective = 3	Developing = 2	Ineffective = 1

Table 1 Principals

Domain 1: Shared Vision of Learning

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

		Rating
1.a	**Culture** – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	
1.b	**Sustainability** – a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	

Domain 2: School Culture and Instructional Program

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

		Rating
2.a	**Culture-** attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	
2.b	**Instructional Program** – design and delivery of high quality curriculum that produces clear evidence of learning.	
2.c	**Capacity Building** – developing potential and tapping existing internal expertise to promote learning and improve practice.	
2.d	**Sustainability –** a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	

2.e	**Strategic Planning Process:** **Monitoring/Inquiry** – the implementation and stewardship of goals, decisions and actions.	

Domain 3: Shared Vision of Learning

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

		Rating
3.a	**Capacity Building –** developing potential and tapping existing internal expertise to promote learning and improve practice.	
3.b	**Culture –** attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	
3.c	**Sustainability –** a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	
3.d	**Instructional Program –** design and delivery of high quality curriculum that produces clear evidence of learning.	

Domain 4: Community

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

		Rating
4.a	**Strategic Planning Process:** **Inquiry –** gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success	
4.b	**Culture –** attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	
4.c	**Sustainability –** a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	

Domain 5: Integrity, Fairness, Ethics

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

		Rating
5.a	**Sustainability** – A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	
5.b	**Culture –** attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	

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

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

		Rating
6.a	**Sustainability –** a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	
6.b	**Culture –** attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	

Overall Average Rating =	

Table 2 Principals

Overall Rubric Score	Rating Category	0-60 Distribution by Rating Category
1.0-1.4	Ineffective	0-49
1.5-2.4	Developing	50-56
2.5-3.4	Effective	57-58
3.5-4.0	Highly Effective	59-60

Principal's Initial: _____ Date: _____

Supervisor's Initial: _____ Date: _____

Step 1: At the conclusion of each formal observation cycle, the superintendent or its designee will select the appropriate rating for each component in Domain 1 through Domain 6. Toward the end of the year, each principal/ administrator being evaluated will meet with the superintendent or its designee for a structured review of portfolios. The administrators being evaluated are encouraged to collect such evidence over the course of the school year.

Step 2: At the end of the year, the superintendent will review all of the ratings from all the observation reports in addition to evidence collected throughout the year. The final 1-4 rubric score will be determined based on all of the evidence collected including the average ratings for each component. The final 1-4 score will be converted to a number out of 60 points based on the Table 3 Principals showed at the end of this document.

Table 3 Principals

Principals' Other Measures 0-60 Point Distribution

Overall Rubric Scores	HEDI Score	Overall Rubric Scores	HEDI Score	Overall Rubric Scores	HEDI Score
1.0	0	2.0	53	3.0	58
1.1	12	2.1	54	3.1	58
1.2	25	2.2	54	3.2	58
1.3	37	2.3	55	3.3	58
1.4	49	2.4	56	3.4	58
1.5	50	2.5	57	3.5	59
1.6	51	2.6	57	3.6	59
1.7	52	2.7	57	3.7	59
1.8	52	2.8	57	3.8	60
1.9	53	2.9	57	3.9	60
				4.0	60

North Babylon UFSD Principal/ Other Supervisors Summative Evaluation Report:

Name: _____ School: _____ School Year: _____

Evidence	Possible Point Value	Points Awarded
State Assessment	25 (or 20 if no approved VA)	
Local Assessment	15 (or 20 if no approved VA)	
Other Measures	60	
	Total Points (out of 100)	

Principal's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

North Babylon
Principal Improvement Plan

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

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 10 school days following the start of the student instructional year. Prior to its implementation the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal and the superintendent in collaboration with the president of the *Association* or his/her designee with any differences to be resolved by a consensus determination. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

The Principal must be offered the opportunity for a volunteer peer mentor chosen from the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and principal will be confidential. If there are no suitable mentors and/or no volunteers from the Association, the District shall offer an outside mentor to the Principal.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be born by the District.

No later than November 15th the Superintendent shall meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before February 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP. If at anytime, the Superintendent believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment.

In addition to the above meetings with the Superintendent the building principal shall meet with the Assistant Superintendent in charge of Curriculum periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

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

requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing and its use shall remain in effect until the parties negotiate a successor agreement.

Any PIP plan created for a school year must consist of the following components:

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

II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.

III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.

IV. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.

V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.

VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

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

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP

3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD ***(Educational Impact or ASCD)***

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

_____ _____

Superintendent **Date**

_____ _____

Principal **Date**

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			

CULTURAL COURTESY			
COLLABORATION			

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
Assistant Supt. Signature _____ Date _____
Superintendent Signature _____ Date _____

PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM

	Summary of meeting (Superintendent or Asst. Supt)	**SIGN-OFF BY BOTH PARTIES**
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____

Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 Date _____		_____ _____

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Patricia Yoder 12/19/14

Teachers Union President Signature: Date: 12/19/14

12/19/14

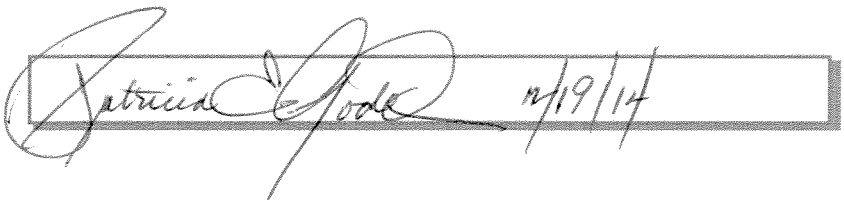
Administrative Union President Signature: Date:

Kathleen Hartnett 12.19.14

Board of Education President Signature: Date:

12.19.14

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

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

Superintendent / District Superintendent / Chancellor Signature: Date: