



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

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Acting Commissioner of Education  
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June 12, 2015

**Revised**

Marie Testa, Superintendent  
North Bellmore Union Free School District  
2616 Martin Avenue  
Bellmore, NY 11710

Dear Superintendent Testa:

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,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: Robert Hanna

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Saturday, July 13, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 280204020000

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

280204020000

#### 1.2) School District Name: NORTH BELLMORE UFSD

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

NORTH BELLMORE UFSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 06/11/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### **STATE-PROVIDED MEASURES OF STUDENT GROWTH**

##### **(25 points with an approved value-added measure)**

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

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

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

#### **2.1) Assurances**

Please check the boxes below:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
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 3<sup>rd</sup> party assessments; or
- District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

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

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

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

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. 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	4th-6th Grade ELA State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	4th-6th Grade ELA State Assessment
2	School-or BOCES-wide, group or team results based on State assessments	4th-6th Grade ELA State Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For K-2 teachers, we are using ELA State Assessment data from the previous school year in Grades 3-5 to create school-wide growth goals and assigning HEDI categories respectively (See HEDI table contained in section 2.11 for specific HEDI bands.) A school-wide measure is used where HEDI points are assigned based on the growth in the percentage of students in the building who score Level 3 or above on the 4-6 ELA State Assessments compared to the prior year (the percentage of the same cohort of students who scored Level 3 or above on the 3-5 ELA State Assessments). Growth of 0% indicates that the percentage of students scoring Level 3 or higher in the current year is equal to that attained by the same cohort group in the prior school year.</p> <p>In the event that any students in the current year's Grades 4-6 cohort were not present in the prior year's Grades 3-5 cohort (including, but not limited to, students who attended school outside of NYS in the prior school year), the District will set a minimum rigor expectation for growth for these students using baseline data. A 0-20 point HEDI score will be determined based on the percentage of applicable students in the building in the current year's Grades 4-6 cohort who meet or exceed their target on the NYS Grades 4-6 ELA Assessments. This HEDI score will be weighted proportionately by the number of students with the school-wide measure HEDI score to determine a final school-wide HEDI score which will be awarded to teachers in Grades K-2. Standard rounding rules will apply.</p> <p>For Grade 3 teachers, a minimum rigor expectation model will serve as the growth measure. Using baseline data, the District has set a minimum rigor expectation on the NYS Grade 3 ELA Assessment. Based on the percentage of students in the teacher's class who meet or exceed the minimum rigor expectation, a corresponding HEDI score will be assigned using the uploaded conversion chart.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>K-2nd grade teachers will earn 18-20 points in this range if the change in proficiency rate (Levels 3 &amp; 4) is +2.50% or more.</p> <p>Grade 3 teachers will earn 18-20 points in this range if 80% to 100% of the students in the class meet or exceed the minimum rigor expectation.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>K-2nd grade teachers will earn 9-17 points in this range if the change in proficiency rate (Levels 3 &amp; 4) is -4.29% to +2.49%.</p> <p>Grade 3 teachers will earn 9-17 points in this range if 35% to 79% of the students in the class meet or exceed the minimum rigor expectation.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>K-2nd grade teachers will earn 3-8 points in this range if the change in proficiency rate (Levels 3 &amp; 4) is -8.12% to -4.30%.</p> <p>Grade 3 teachers will earn 3-8 points in this range if 9% to 34% of the students in the class meet or exceed the minimum rigor expectation.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>K-2nd grade teachers will earn 0-2 points in this range if the change in proficiency rate (Levels 3 &amp; 4) is -8.13% or less.</p> <p>Grade 3 teachers will earn 0-2 points in this range if 0% to 8% of the students in the class meet or exceed the minimum rigor expectation.</p>

**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	4th-6th Grade State Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	4th-6th Grade State Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	4th-6th Grade State Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For K-2 teachers, we are using Math State Assessment data from the previous school year in Grades 3-5 to create school-wide growth goals and assigning HEDI categories respectively (See HEDI table contained in section 2.11 for specific HEDI bands.) A school-wide measure is used where HEDI points are assigned based on the growth in the percentage of students in the building who score Level 3 or above on the 4-6 Math State Assessments compared to the prior year (the percentage of the same cohort of students who scored Level 3 or above on the 3-5 Math State Assessments). Growth of 0% indicates that the percentage of students scoring Level 3 or higher in the current year is equal to that attained by the same cohort group in the prior school year.</p> <p>In the event that any students in the current year's Grades 4-6 cohort were not present in the prior year's Grades 3-5 cohort (including, but not limited to, students who attended school outside of NYS in the prior school year), the District will set a minimum rigor expectation for growth for these students using baseline data. A 0-20 point HEDI score will be determined based on the percentage of applicable students in the building in the current year's Grades 4-6 cohort who meet or exceed their target on the NYS Grades 4-6 Math Assessments. This HEDI score will be weighted proportionately by the number of students with the school-wide measure HEDI score to determine a final school-wide HEDI score which will be awarded to teachers in Grades K-2. Standard rounding rules will apply.</p> <p>For Grade 3 teachers, a minimum rigor expectation model will serve as the growth measure. Using baseline data, the District has set a minimum rigor expectation on the NYS Grade 3 Math Assessment. Based on the percentage of students in the teacher's class who meet or exceed the minimum rigor expectation, a corresponding HEDI score will be assigned using the uploaded conversion chart.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>K-2nd grade teachers will earn 18-20 points in this range if the change in proficiency rate (Levels 3 &amp; 4) is +2.50% or more.</p> <p>Grade 3 teachers will earn 18-20 points in this range if 80% to 100% of the students in the class meet or exceed the minimum rigor expectation.</p>

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2nd grade teachers will earn 9-17 points in this range if the change in proficiency rate (Levels 3 & 4) is -4.29% to +2.49%.  Grade 3 teachers will earn 9-17 points in this range if 35% to 79% of the students in the class meet or exceed the minimum rigor expectation.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2nd grade teachers will earn 3-8 points in this range if the change in proficiency rate (Levels 3 & 4) is -4.12% to -4.30%.  Grade 3 teachers will earn 3-8 points in this range if 9% to 34% of the students in the class meet or exceed the minimum rigor expectation.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2nd grade teachers will earn 0-2 points in this range if the change in proficiency rate (Levels 3 & 4) is -8.13% or less.  Grade 3 teachers will earn 0-2 points in this range if 0% to 8% of the students in the class meet or exceed the minimum rigor expectation.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	North Bellmore is a K-6 district
7	Not applicable	North Bellmore is a K-6 district

	Science	Assessment
8	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	North Bellmore is a K-6 district
7	Not applicable	North Bellmore is a K-6 district
8	Not applicable	North Bellmore is a K-6 district

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.	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA
Effective (9 - 17 points) Results meet District goals for similar students.	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA
Developing (3 - 8 points) Results are below District goals for similar students.	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not Applicable- All 6th Grade teachers will be assessed in Math & ELA

## 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	Not applicable	North Bellmore is a K-6 district

	Social Studies Regents Courses	Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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.	N. Bellmore services students in grades K-6 only
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N. Bellmore services students in grades K-6 only
Effective (9 - 17 points) Results meet District goals for similar students.	N. Bellmore services students in grades K-6 only
Developing (3 - 8 points) Results are below District goals for similar students.	N. Bellmore services students in grades K-6 only

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N. Bellmore services students in grades K-6 only
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**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	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	N. Bellmore services students in grades K-6 only
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N. Bellmore services students in grades K-6 only
Effective (9 - 17 points) Results meet District goals for similar students.	N. Bellmore services students in grades K-6 only
Developing (3 - 8 points) Results are below District goals for similar students.	N. Bellmore services students in grades K-6 only
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N. Bellmore services students in grades K-6 only

**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	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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.	N. Bellmore services students in grades K-6 only
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N. Bellmore services students in grades K-6 only
Effective (9 - 17 points) Results meet District goals for similar students.	N. Bellmore services students in grades K-6 only
Developing (3 - 8 points) Results are below District goals for similar students.	N. Bellmore services students in grades K-6 only
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N. Bellmore services students in grades K-6 only

## 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	Not applicable	North Bellmore is a K-6 district
Grade 10 ELA	Not applicable	North Bellmore is a K-6 district
Grade 11 ELA	Not applicable	North Bellmore is a K-6 district

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.	N. Bellmore services students in grades K-6 only
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N. Bellmore services students in grades K-6 only
Effective (9 - 17 points) Results meet District goals for similar students.	N. Bellmore services students in grades K-6 only
Developing (3 - 8 points) Results are below District goals for similar students.	N. Bellmore services students in grades K-6 only
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N. Bellmore services students in grades K-6 only

## 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



Developing (3 - 8 points) Results are below District goals for similar students.	Other Teachers will earn 3-8 points in this range if the change in proficiency rate (Levels 3 & 4) is -8.12% to -4.30%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Other Teachers will earn 0-2 points in this range if the change in proficiency rate (Levels 3 & 4) is -8.13% or less.

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.

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/565507-TXEttx9bQW/NB%20State%20Scale-%20K-2,%203%20%26%20OtherTeachers\_1.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/565507-TXEttx9bQW/NB%20State%20Scale-%20K-2,%203%20%26%20OtherTeachers\_1.pdf</a>

**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.

N/A

**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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 06/11/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grades 4-6 ELA State Assessment
5	6(ii) School wide measure computed locally	Grades 4-6 ELA State Assessment
6	6(ii) School wide measure computed locally	Grades 4-6 ELA State Assessment
7	Not applicable	North Bellmore is a K-6 district
8	Not applicable	North Bellmore is a K-6 district

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.	4-6 grade teachers and their building principals will collaboratively create school-wide ELA goals based on the comparison between current 4th -6th students average growth results at least equal to the average of similar 4th-6th grade students on the ELA state assessments. Note, baseline data is based upon 3rd -5th grade ELA state assessment scores from the previous school year for the same students. After the 4th-6th grade ELA state assessments are administered and scored, the building principals will determine the percentage of 4th-6th grade students who scored in the proficiency range schoolwide. After this percentage is determined, the attached chart will be utilized to determine the appropriate points and HEDI category for each teacher. (See HEDI tables contained in section 3.3 for specific HEDI bands. Two charts are included: a 15 point scale for use after implementation of a value-added measure, and a 20 point scale for use in the absence of a value-added measure). HEDI points will be assigned based on a comparison of the average % proficient in the school to the NYS proficiency average. (Proficiency refers to Level 3 & 4.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4th-6th grade teachers will earn 14-15 points based on the school's 4th- 6th grade average proficiency (Level 3 &4) scoring 9.20% to 12.00% (and above) higher than the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4th-6th grade teachers will earn 8-13 points based on the school's 4th-6th grade average proficiency (Level 3 & 4)scoring 0%-9.19% above the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4th-6th grade teachers will earn 3-7 points based on the school's 4th-6th grade average proficiency (Level 3 & 4) scoring -0.01% to -6.67% below the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4th-6th grade teachers will earn 0-2 points based on the school's 4th-6th grade average proficiency (Level 3 & 4) scoring -6.68% and below in comparison to the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.

### 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	6(ii) School wide measure computed locally	Grades 4-6 Math State Assessment
5	6(ii) School wide measure computed locally	Grades 4-6 Math State Assessment
6	6(ii) School wide measure computed locally	Grades 4-6 Math State Assessment
7	Not applicable	N. Bellmore is a K-6 district
8	Not applicable	N. Bellmore is a K-6 district

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.	4-6 grade teachers and their building principals will collaboratively create school-wide Math goals based on the comparison between current 4th -6th students average growth results at least equal to the average of similar 4th-6th grade students on the Math state assessments. Note, baseline data is based upon 3rd -5th grade Math state assessment scores from the previous school year for the same students. After the 4th-6th grade Math state assessments are administered and scored, the building principals will determine the percentage of 4th-6th grade students who scored in the proficiency range schoolwide. After this percentage is determined, the attached chart will be utilized to determine the appropriate points and HEDI category for each teacher. (See HEDI tables contained in section 3.3 for specific HEDI bands. Two charts are included: a 15 point scale for use after implementation of a value-added measure, and a 20 point scale for use in the absence of a value-added measure). HEDI points will be assigned based on a comparison of the average % proficient in the school to the NYS proficiency average. (Proficiency refers to Level 3 & 4.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4th-6th grade teachers will earn 14-15 points based on the school's 4th- 6th grade average proficiency (Level 3 &4) scoring 9.20% to 12.00% (and above) higher than the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4th-6th grade teachers will earn 8-13 points based on the school's 4th-6th grade average proficiency (Level 3 & 4)scoring 0%-9.19% above the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4th-6th grade teachers will earn 3-7 points based on the school's 4th-6th grade average proficiency (Level 3 & 4) scoring -0.01% to -6.67% below the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4th-6th grade teachers will earn 0-2 points based on the school's 4th-6th grade average proficiency (Level 3 & 4) scoring -6.68% and below in comparison to the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.

### 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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/565508-rhJdBgDruP/NB%20Local%20HEDI%20Scale-Teachers.pdf>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous

school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Grades 4-6 ELA State Assessment
1	6(ii) School-wide measure computed locally	Grades 4-6 ELA State Assessment
2	6(ii) School-wide measure computed locally	Grades 4-6 ELA State Assessment
3	6(ii) School-wide measure computed locally	Grades 4-6 ELA State 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.	K-3rd grade teachers and their building principals will collaboratively create school-wide ELA goals based on the comparison between current 4th -6th students average growth results at least equal to the average of similar 4th-6th grade students on the ELA state assessments. Note, baseline data is based upon 3rd -5th grade ELA state assessment scores from the previous school year for the same students. After the 4th-6th grade ELA state assessments are administered and scored, the building principals will determine the percentage of 4th-6th grade students who scored in the proficiency range schoolwide. After this percentage is determined, the attached chart will be utilized to determine the appropriate points and HEDI category for each K-3 grade teacher. (See HEDI tables contained in section 3.13 for specific HEDI bands). HEDI points will be assigned based on a comparison of the average % proficient in the school to the NYS proficiency average. (Proficiency refers to Level 3 & 4.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3rd grade teachers will earn 18-20 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 & 4) scoring 9.20% to 12.00% (and above) higher than the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3rd grade teachers will earn 9-17 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 & 4)scoring 0%-9.19% above the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3rd grade teachers will earn 3-8 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 & 4) scoring - 0.01% to -6.67% below the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3rd grade teachers will earn 0-2 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 & 4) scoring - 6.68% and below in comparison to the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Grades 4-6 Math State Assessment
1	6(ii) School-wide measure computed locally	Grades 4-6 Math State Assessment
2	6(ii) School-wide measure computed locally	Grades 4-6 Math State Assessment
3	6(ii) School-wide measure computed locally	Grades 4-6 Math State 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.	K-3rd grade teachers and their building principals will collaboratively create school-wide Math goals based on the comparison between current 4th -6th students average growth results at least equal to the average of similar 4th-6th grade students on the Math state assessments. Note, baseline data is based upon 3rd -5th grade Math state assessment scores from the previous school year for the same students. After the 4th-6th grade Math state assessments are administered and scored, the building principals will determine the percentage of 4th-6th grade students who scored in the proficiency range schoolwide. After this percentage is determined, the attached chart will be utilized to determine the appropriate points and HEDI category for each K-3 grade teacher. (See HEDI tables contained in section 3.13 for specific HEDI bands). HEDI points will be assigned based on a comparison of the average % proficient in the school to the NYS proficiency average. (Proficiency refers to Level 3 & 4.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3rd grade teachers will earn 18-20 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 & 4) scoring 9.20% to 12.00% (and above) higher than the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3rd grade teachers will earn 9-17 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 & 4)scoring 0%-9.19% above the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3rd grade teachers will earn 3-8 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 & 4) scoring - 0.01% to -6.67% below the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-3rd grade teachers will earn 0-2 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 & 4) scoring - 6.68% and below in comparison to the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N. Bellmore is a K-6 district
7	Not applicable	N. Bellmore is a K-6 district
8	Not applicable	N. Bellmore is a K-6 district

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.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	All Grade 6 teachers will be assessed in both Math & ELA
7	Not applicable	N. Bellmore is a K-6 district
8	Not applicable	N. Bellmore is a K-6 district

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.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- All Grade 6 teachers will be assessed in both Math & ELA

### 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	Not applicable	N. Bellmore is a K-6 district
Global 2	Not applicable	N. Bellmore is a K-6 district
American History	Not applicable	N. Bellmore is a K-6 district

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.	Not Applicable- North Bellmore is a K-6 district
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district

### 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	Not applicable	N. Bellmore is a K-6 district
Earth Science	Not applicable	N. Bellmore is a K-6 district
Chemistry	Not applicable	N. Bellmore is a K-6 district
Physics	Not applicable	N. Bellmore is a K-6 district

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.	Not Applicable- North Bellmore is a K-6 district
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district
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**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	Not applicable	N. Bellmore is a K-6 district
Geometry	Not applicable	N. Bellmore is a K-6 district
Algebra 2	Not applicable	N. Bellmore is a K-6 district

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.	Not Applicable- North Bellmore is a K-6 district
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable- North Bellmore is a K-6 district

**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	Not applicable	N. Bellmore is a K-6 district
Grade 10 ELA	Not applicable	N. Bellmore is a K-6 district
Grade 11 ELA	Not applicable	N. Bellmore is a K-6 district



possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Other teachers and their building principals will collaboratively create school-wide ELA goals based on the comparison between current 4th - 6th students average growth results at least equal to the average of similar 4th-6th grade students on the ELA state assessments. Note, baseline data is based upon 3rd -5th grade ELA state assessment scores from the previous school year for the same students. After the 4th-6th grade ELA state assessments are administered and scored, the building principals will determine the percentage of 4th-6th grade students who scored in the proficiency range schoolwide. After this percentage is determined, the attached chart will be utilized to determine the appropriate points and HEDI category for each teacher. (See HEDI tables contained in section 3.13 for specific HEDI bands). HEDI points will be assigned based on a comparison of the average % proficient in the school to the NYS proficiency average. (Proficiency refers to Level 3 &amp; 4.)</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Other teachers will earn 18-20 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 &amp; 4) scoring 9.20% to 12.00% (and above) higher than the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Other teachers will earn 9-17 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 &amp; 4)scoring 0%-9.19% above the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Other teachers will earn 3-8 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 &amp; 4) scoring -0.01% to -6.67% below the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Other teachers will earn 0-2 points in this range based on the school's 4th- 6th grade average proficiency (Level 3 &amp; 4) scoring -6.68% and below in comparison to the 4th - 6th grade state average proficiency on the grade 4-6 state assessments.</p>

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

(No response)

### 3.13) HEDI Tables or Graphics

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

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/565508-y92vNseFa4/NB%20Local%20HEDI%20Scale-Teachers.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/565508-y92vNseFa4/NB%20Local%20HEDI%20Scale-Teachers.pdf</a>

### 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.

We are using a school-wide achievement target to set HEDI categories. Therefore, there will not be a need for adjustments, controls and other special considerations in setting targets other than that we did reference prior school-wide achievement results. At the district level, district administrative staff will provide oversight for the process of analyzing the state assessment data and calculating the average proficiency rate of students in Grades 4-6 on the respective assessments.

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

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

Teachers with locally-selected measures for both ELA and Math will be given a single local measure HEDI score by taking the average of the proficiency rates. The average will be found using the % of students scoring Level 3 or above on the ELA and Math assessments. This percentage will then be used to compute a final HEDI score.

### 3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked

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: 04/30/2013

Last updated: 06/10/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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.)

Rubric	Danielson's Framework for Teaching (2013 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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0
--	---

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

(No response)

**4.3) Survey Tools (if applicable)**

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
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:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

Each of the 22 components of Danielson's rubric are scored on a four point rubric equivalent to the 4 HEDI rating categories (i.e., Ineffective ratings receive 1 point; Developing ratings receive 2 points; Effective ratings receive 3 points; Highly Effective ratings receive 4 points). When a component is rated multiple times, as in multiple observations, the final score for the component will be assigned

holistically, based on evidence collected and observed over the course of the school year. These subcomponent scores are then combined using the weights listed below:

Domains 1, 2, and 3 represent the observation process and will be weighted 84% of the entire 0-60 score (i.e., each Domain will be weighted 28%)

Domain 4, aligned to professional responsibilities, is weighted 16% of the entire 0-60 score.

Please see the attached conversion chart in order to translate the weighted average from 1-4 to a HEDI score from 0-60. Normal rounding rules will apply and will not result in movement between HEDI rating categories.

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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/565509-eka9yMJ855/60%20Scale-Teachers%20%26%20Principals\\_1.pdf](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/565509-eka9yMJ855/60%20Scale-Teachers%20%26%20Principals_1.pdf)

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

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

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	Not Applicable
Informal/Short	0

Independent evaluators

Formal/Long	Not Applicable
Informal/Short	0

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

**Responses Selected:**

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

**Responses Selected:**

Not Applicable
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#### 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	Not Applicable
Informal/Short	0

Independent evaluators

Formal/Long	Not Applicable
Informal/Short	0

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

**Responses Selected:**

In Person

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

**Responses Selected:**

In Person

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, November 26, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	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, April 28, 2014

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/565511-Df0w3Xx5v6/NB Teacher Improvement Plan.pdf](#)

#### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

In addition to the text below, please see attached PDF "Teacher Appeal Procedure."

WHEREAS, Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as either developing or

ineffective; and

WHEREAS, consistent with the aforementioned law, the parties have entered into negotiations to implement an appeals process in the event that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system; and

WHEREAS, the appeal procedure set forth herein is intended to address a teacher's due process rights while ensuring that appeals are resolved in an expeditious manner. The parties hereby agree as follows:

#### 1. APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews will be available only to tenured teachers who are rated as ineffective or developing. Appeals of teacher improvement plans will be available only to tenured teachers.

#### 2. WHAT MAY BE CHALLENGED IN AN APPEAL

Appeals will be limited to the following subjects:

- (1) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) the District's issuance and/or implementation of the terms of a teacher improvement plan under Education Law §3012-c.

#### 3. PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher 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.

#### 4. BURDEN OF PROOF

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

#### 5. TIME FRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 12 calendar days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, an appeal must be filed within 12 calendar days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right of appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher 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. If a teacher is challenging the implementation of a teacher improvement plan, an appeal must be filed within 12 calendar days of each alleged failure by the district to implement a part of such plan. 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.

#### 6. GRIEVANCE FOR PROCEDURAL VIOLATIONS ONLY

It is agreed that a brief delay in satisfying a deadline in the APPR plan (up to three business days) shall be deemed de minimus, and shall not be considered a procedural violation. Upon evidence of a pattern of violations of agreed-upon evaluation or observation procedures, a teacher may grieve such a procedural violation. For purposes of this provision, a pattern shall mean three (3) prior procedural violations in the same building or by the same principal. Beginning with the fourth such violation, the NBTA on behalf of the teacher shall notify the

District of the alleged violation and give it an opportunity to cure the deficiency. If the deficiency is not cured, the teacher may submit a written demand to grieve that violation.

The grievance shall be heard by an arbitrator to be agreed upon by the parties who is willing and available to act in conformance with these procedures. The grievance shall be held on a single hearing day within 20 calendar days of the demand to grieve, at which each side will have no more than sixty (60) minutes present its case. The arbitrator will issue his or her advisory opinion on the date of the hearing.

The parties agree that a teacher may not grieve the procedure and appeal the APPR evaluation for the same school year, but must select one remedy, if applicable. The grievance procedure set forth in the collective bargaining agreement shall not be applicable to the APPR process and the procedures thereunder.

#### 7. DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.

#### 8. DECISION

A written decision on the merits of the appeal shall be rendered no later than 12 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the review may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different. All steps of the appeal procedure will be resolved in a timely and expeditious fashion in accordance with education law section 3012-c.

#### 9. EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

Except as provide for in paragraph 6 hereof, the 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance or judicial procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law, and the appeal shall be final and not subject to further review.

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

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

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Training will include (9) modules, the length of each module is (6) hours, which total (54) hours. Turn-key training will be provided for lead evaluators. This training will include the following requirements for Lead Evaluators/Evaluators and the district will certify lead evaluators upon presentation of evidence of completion of training:

- Module I: New York State Teaching Standards and ISSLC Standards;
- Module II: Evidence-based observation;
- Module III: Application and use of Student Growth Percentile and Value Added Growth Model data;
- Module IV: Application and use of the State-approved teacher or principal practice rubrics;
- Module V: Application and use of any assessment tools used to evaluate teachers and principals;
- Module VI: Application and use of State-approved locally selected measures of student achievement;
- Module VII: Use of Statewide Instructional Reporting System;
- Module VIII: Scoring methodology used to evaluate teachers and principals; and
- Module IX: Specific considerations in evaluating teachers and principals of English language learners (“ELLS”) and students with disabilities.

The District will work with Nassau BOCES to ensure that lead evaluators/ evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

## 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: 04/30/2013

Last updated: 06/11/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

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

	K-6
	(No response)

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

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

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-6 Elementary School		Not Applicable. Principals do not require SLOs because $\geq 30\%$ of students are covered by State-provided growth measures.

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.	Not applicable. Principals do not require SLOs because $\geq 30\%$ of students are covered by State-provided growth measures.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable. Principals do not require SLOs because $\geq 30\%$ of students are covered by State-provided growth measures.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable. Principals do not require SLOs because $\geq 30\%$ of students are covered by State-provided growth measures.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable. Principals do not require SLOs because $\geq 30\%$ of students are covered by State-provided growth measures.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable. Principals do not require SLOs because $\geq 30\%$ of students are covered by State-provided growth measures.

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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

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: 04/30/2013

Last updated: 06/11/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-6	(a) achievement on State assessments	Grades 4-6 ELA and Math State Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The District is assigning HEDI points to principals based on the increase/decrease in the percentage of students in their building who score Level 3 or higher on the 4-6 ELA and Math State Assessments compared to the prior year. A percentage change of 0% indicates that the percentage of students scoring Level 3 or higher in the current year is equal to that attained in the prior school year. HEDI points will be awarded on a 0-20 point scale in the absence of a value-added measure, and on a 0-15 point scale after implementation of a value-added measure. At each building, the change in the Grade 4-6 ELA proficiency percentage will be determined and then the change in the Grade 4-6 Math proficiency percentage will be determined. The average of these two figures (change in proficiency percentage of ELA and Math) will then be computed and applied to the HEDI scale to determine the HEDI points to be assigned to each respective principal.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principals will earn 14-15 points in this range if the change in proficiency rate (Levels 3 & 4) of Grades 4-6 students is +2.00% or more.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principals will earn 8-13 points in this range if the change in proficiency rate (Levels 3 & 4) Grades 4-6 students is -4.29% to +1.99%.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principals will earn 3-7 points in this range if the change in proficiency rate (Levels 3 & 4) Grades 4-6 students is -8.12% to -4.30%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principals will earn 0-2 points in this range if the change in proficiency rate (Levels 3 & 4) Grades 4-6 students is -8.13% or less.

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.

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/565513-qBFVOWF7fC/North%20Bellmore%20Local%20Scale-%20Principals_1.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/565513-qBFVOWF7fC/North%20Bellmore%20Local%20Scale-%20Principals_1.pdf</a>
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**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 9<sup>th</sup> and/or 10<sup>th</sup>

grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	Not applicable.		Not applicable.

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.	Not applicable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.

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.

We are using a school-wide achievement target to set HEDI categories. Therefore, there will not be a need for adjustments, controls and other special considerations in setting targets other than referencing prior school-wide achievement results. At the district level, district administrative staff will provide oversight for the process of analyzing the state assessment data and calculating the average proficiency rate of students in grades 4-6 on the ELA and Math state assessments.

### 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.

For principals, the local assessment points will be calculated based upon the average proficiency percentage of students scoring at Level 3 and 4 on the Grade 4-6 ELA and Math State assessments. See chart in the attached PDF for a full breakdown of point distribution. None of our principals will have multiple locally selected measures.

### 8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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

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
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 Monday, March 03, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 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 district negotiated procedures for conducting and scoring observations and assessing other aspects using the Multidimensional Principal Performance Rubric. Ratings from multiple school visits will be reconciled to result in a single overall rubric score on the Multidimensional Principal Performance Rubric. The district also negotiated the level of performance against the rubric that "meets standards" (for Effective: Overall performance and results meet standards) and the other HEDI categories (for Highly Effective: Overall performance exceeds standards; for Developing: Overall performance and results need improvement in order to meet standards; for Ineffective: Overall performance and results do not meet standards.). The process was transparent and will be made available to those being rated before the beginning of the school year. Our process ensures that it is possible for a principal to obtain any of the available points (including 0). The point distribution is applied to the number of Ineffective, Developing, Effective, and Highly Effective scores each principal receives on the rubric. Please see the attached PDF for a complete breakdown of the point distributions. The Multi-Dimensional Principal Performance Rubric is managed through an online system (OASYS) which has a built in calculator for allocating the 60 possible points principals can earn on "Other Measures of Effectiveness." At the end of the year, based on all evidence gathered across multiple school visits, each domain will receive a holistic score of 1-4. After all domains are scored, an average score of 1-4 is determined from all domain scores. Next, this average score is then applied to the conversion scale ranging from 0-60 to determine the final "Other Measures of Effectiveness" score. Please see the attached PDF for a complete breakdown of the point distributions. Rounding will not permit a principal's HEDI score to move between bands. The "Total Average Rubric Score" column on the chart is the minimum score to necessary to earn the corresponding HEDI point value. Standard rounding rules will apply when determining the 0-60 score; however rounding will not permit a principal to move between HEDI rating categories.

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/12205/565514-pMADJ4gk6R/60% Scale-Teachers & Principals\_1.pdf

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

Highly Effective: Overall performance and results exceed standards.	Based upon the Multidimensional Principal Performance Rubric, principals whose overall performance and results exceed standards will receive between 59-60 points.
Effective: Overall performance and results meet standards.	Based upon the Multidimensional Principal Performance Rubric, principals whose overall performance and results meet standards will receive between 57-58 points.
Developing: Overall performance and results need improvement in order to meet standards.	Based upon the Multidimensional Principal Performance Rubric, principals whose overall performance and results need improvement in order to meet standards will receive between 50-56 points.
Ineffective: Overall performance and results do not meet standards.	Based upon the Multidimensional Principal Performance Rubric, principals whose overall performance and results do not meet standards will receive between 0-49 points.

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	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, November 26, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	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 Monday, April 28, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/565516-Df0w3Xx5v6/NB Principal Improvement Plan\\_1.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

In addition to the text below, please refer to the "Principal Appeal Procedure" PDF file attachment.

#### PRINCIPAL APPEAL PROCEDURES

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for building principals, as well as the

issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either developing or ineffective.

To the extent that a principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure.

This appeal procedure is proposed to address a principal's due process rights while ensuring that appeals are resolved in an expeditious manner.

#### APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews will be limited to those that rate a principal as ineffective or developing only. (In the future, if a rating is tied to compensation, then such rating may be appealed using the procedures described herein.)

#### WHAT MAY BE CHALLENGED IN AN APPEAL

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

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

#### BURDEN OF PROOF

In an appeal, in order to prevail, the principal has the burden of demonstrating by a preponderance of the evidence that the review is deficient in one or more of the 5 areas enumerated above.

#### TIME FRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 30 calendar days of the date when the principal receives his/her annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, an appeal must be filed within 30 calendar days of issuance of such plan. If a principal is challenging the implementation of a PIP, an appeal must be filed within 30 calendar days of each alleged failure by the district to implement a part of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right of appeal and the appeal shall be deemed abandoned.

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.

#### TIME FRAME FOR DISTRICT RESPONSE

Within 10 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or was/were or are responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal. In the case of an intervening school break during which the staff members will not be required to report to work for 5 or more work days, this time period will be extended by the length of such break. The response must include any and all additional documents or written materials relevant and specific to the point(s) of disagreement that support the school district'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 school district, and any and all additional information submitted with the response, at the same time the school district files its response and the principal shall have 5 days to submit a Reply to the District's submission.

#### DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.

#### DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the review may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. Within 2 business days, a copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different. All steps in the appeals procedure will be timely and expeditious in accordance with education law 3012-c.

#### EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance or judicial procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law. Nothing herein shall restrict a principal's right to appeal a 3020-a determination pursuant to Article 75 of the New York Civil Practice Law and Rules, as provided by law.

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

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

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Training will include (9) modules, the length of each module is (6) hours, which total (54) hours. Turn-key training will be provided for lead evaluators. This training will include the following requirements for Lead Evaluators/Evaluators and the district will certify lead evaluators upon presentation of evidence of completion of training:

- Module I: New York State Teaching Standards and ISSLC Standards;
- Module II: Evidence-based observation;
- Module III: Application and use of Student Growth Percentile and Value Added Growth Model data;
- Module IV: Application and use of the State-approved teacher or principal practice rubrics;
- Module V: Application and use of any assessment tools used to evaluate teachers and principals;
- Module VI: Application and use of State-approved locally selected measures of student achievement;
- Module VII: Use of Statewide Instructional Reporting System;
- Module VIII: Scoring methodology used to evaluate teachers and principals; and
- Module IX: Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.

The District will work with Nassau BOCES to ensure that lead evaluators/ evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

## 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: 04/30/2013

Last updated: 06/11/2015

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### Page 1

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

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

```
<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/565517-3Uqgn5g9lu/Certification%20Form%206.11.15.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/565517-3Uqgn5g9lu/Certification%20Form%206.11.15.pdf</a>
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#### 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.

**NORTH BELLMORE UFSD**

**STATE GROWTH MEASURE HEDI CHART -TEACHERS**

**GRADES K-2 ←(ELA & MATH)  
ALL OTHER TEACHERS ←(ELA ONLY)**

**20 point scale**

<b>HEDI Category</b>	<b>HEDI Points</b>	<b>Percent Change</b>
Highly effective	20	+3.05 or more
Highly effective	19	+3.00 to +3.04
Highly effective	18	+2.50 to +2.99
Effective	17	+2.00 to +2.49
Effective	16	+1.50 to +1.99
Effective	15	+1.00 to +1.49
Effective	14	+.50 to +.99
Effective	13	<b>0 to +.49</b>
Effective	12	-1.44 to -0.01
Effective	11	-2.15 to -1.45
Effective	10	-2.86 to -2.16
Effective	9	-2.87 to -4.29
Developing	8	-4.30 to -5.00
Developing	7	-5.01 to -5.62
Developing	6	-5.63 to -6.25
Developing	5	-6.26 to -6.87
Developing	4	-6.88 to -7.50
Developing	3	-7.51 to -8.12
Ineffective	2	-8.13 to -8.75
Ineffective	1	-8.76 to -9.37
Ineffective	0	-9.38 or lower

**NORTH BELLMORE UFSD**

**STATE GROWTH MEASURE HEDI CHART- TEACHERS  
GRADE 3 TEACHERS ←(ELA & MATH)**

*This scale will also be used in the back up measure as indicated in our plan.*

	<b>HEDI Points</b>	<b>Range of scores for each HEDI point total</b>
Ineffective	0	0% to 2%
	1	3% to 5%
	2	6% to 8%
Developing	3	9% to 11%
	4	12% to 14%
	5	15% to 19%
	6	20% to 24%
	7	25% to 29%
	8	30% to 34%
Effective	9	35% to 39%
	10	40% to 44%
	11	45% to 49%
	12	50% to 54%
	13	55% to 59%
	14	60% to 64%
	<b>15</b>	65% to 69%
	16	70% to 74%
	17	75% to 79%
Highly Effective	18	80% to 84%
	19	85% to 89%
	20	90% to 100%

**NORTH BELLMORE UFSD**

**20% LOCAL SELECTED MEASURE CHART-TEACHER**

**Grades K-6 – ELA and Math  
Other Teachers- ELA Only**

	<b>HEDI Points</b>	<b>Range of scores for each HEDI point total</b>
<b>Ineffective</b>	0	Below to -8.90%
	1	-8.89% to -7.79%
	2	-7.78% to -6.68%
<b>Developing</b>	3	-6.67% to -5.57%
	4	-5.56% to -4.45%
	5	-4.44% to -3.34%
	6	-3.33% to -2.23%
	7	-2.22% to -1.12%
	8	-1.11% to -0.01%
<b>Effective</b>	9	0.00% to 0.82%
	10	0.83% to 1.66%
	11	1.67% to 2.49%
	12	2.50% to 3.32%
	13	3.33% to 4.16%
	14	4.17% to 4.99%
	<b>15</b>	5.00% to 6.39%
	16	6.40% to 7.79%
	17	7.80% to 9.19%
<b>Highly Effective</b>	18	9.20% to 10.59%
	19	10.60% to 11.99%
	20	12.00% to above

**NORTH BELLMORE UFSD**

**15% LOCAL SELECTED MEASURES HEDI CHART –TEACHER**

**4-6 GRADE ←(ELA & MATH)  
(For use in Value Added Measures)**

	HEDI Points	Range of scores for each HEDI point total		
Ineffective	0	Below	to	-8.90%
	1	-8.89%	to	-7.79%
	2	-7.78%	to	-6.68%
Developing	3	-6.67%	to	-5.34%
	4	-5.33%	to	-4.01%
	5	-4.00%	to	-2.68%
	6	-2.67%	to	-1.35%
	7	-1.34%	to	-0.01%
Effective	8	0.00%	to	1.53%
	9	1.54%	to	3.07%
	10	3.08%	to	4.60%
	11	4.61%	to	6.13%
	12	6.14%	to	7.66%
	13	7.67%	to	9.19%
Highly Effective	14	9.20%	to	11.29%
	15	11.30%	to	Above

**NORTH BELLMORE UFSD**

**20% LOCAL SELECTED MEASURE CHART-TEACHER**

**Grades K-6 – ELA and Math  
Other Teachers- ELA Only**

	<b>HEDI Points</b>	<b>Range of scores for each HEDI point total</b>
<b>Ineffective</b>	0	Below to -8.90%
	1	-8.89% to -7.79%
	2	-7.78% to -6.68%
<b>Developing</b>	3	-6.67% to -5.57%
	4	-5.56% to -4.45%
	5	-4.44% to -3.34%
	6	-3.33% to -2.23%
	7	-2.22% to -1.12%
	8	-1.11% to -0.01%
<b>Effective</b>	9	0.00% to 0.82%
	10	0.83% to 1.66%
	11	1.67% to 2.49%
	12	2.50% to 3.32%
	13	3.33% to 4.16%
	14	4.17% to 4.99%
	<b>15</b>	5.00% to 6.39%
	16	6.40% to 7.79%
	17	7.80% to 9.19%
<b>Highly Effective</b>	18	9.20% to 10.59%
	19	10.60% to 11.99%
	20	12.00% to above

**NORTH BELLMORE UFSD**

**15% LOCAL SELECTED MEASURES HEDI CHART –TEACHER**

**4-6 GRADE ←(ELA & MATH)  
(For use in Value Added Measures)**

	HEDI Points	Range of scores for each HEDI point total		
Ineffective	0	Below	to	-8.90%
	1	-8.89%	to	-7.79%
	2	-7.78%	to	-6.68%
Developing	3	-6.67%	to	-5.34%
	4	-5.33%	to	-4.01%
	5	-4.00%	to	-2.68%
	6	-2.67%	to	-1.35%
	7	-1.34%	to	-0.01%
Effective	8	0.00%	to	1.53%
	9	1.54%	to	3.07%
	10	3.08%	to	4.60%
	11	4.61%	to	6.13%
	12	6.14%	to	7.66%
	13	7.67%	to	9.19%
Highly Effective	14	9.20%	to	11.29%
	15	11.30%	to	Above

**NORTH BELLMORE  
60% OTHER MEASURES HEDI CHART-PRINCIPAL/TEACHERS**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
0 - 49	50– 56	57– 58	59 - 60

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below converts any average rubric score to a specific conversion score for the 60% “Other Measures of Effectiveness” sub-component.

**Rubric Score to Sub-Component Conversion Chart**

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25

1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)



The following activities will assist the teacher in changing identified practice(s) as measured by the following evidence:

<i>Activities/ Evidence</i>	<b>Start Date</b>	<b>TIP Follow up Meeting Date</b>	<b>End Date</b>

**TIP Follow-Up Meeting:** Allows both the evaluator and the teacher to review and discuss the progress the teacher has made towards the provisions listed with this TIP plan. The manner in which improvement will be assessed is through the “Follow Up Meeting”.

**Identification of Differentiated Teacher Resources:**

- Mentors  
  District Professional Development Plan  
  Teacher Center  
  BOCES  
  Higher Education Institutions  
  Personal Counselors  
  Workshops  
  Other

**Teacher Statement:**

*I attest to the fact that this TIP plan was developed by the evaluator **in consultation with** me based upon receiving a developing/ineffective overall HEDI composite score and I am in agreement with the recommendation(s) outlined in this plan.*

\_\_\_\_\_

Teacher’s Signature

\_\_\_\_\_

Date

**Evaluator Statement:**

*I attest to the fact that this TIP plan was developed **in consultation with** the teacher based upon receiving a developing/ineffective overall HEDI composite score. In addition, I will support the teacher and monitor progress in the change effort as outlined in this TIP plan.*

\_\_\_\_\_

Evaluator's Signature

\_\_\_\_\_

Date

**Union Representative Statement:**

*I attest to the fact that I was present when this TIP plan was developed by the evaluator **in consultation with** the teacher based upon receiving a developing/ineffective overall HEDI composite score.*

\_\_\_\_\_

Union Representative's Signature

\_\_\_\_\_

Date

**NORTH BELLMORE UFSD**  
**LOCAL SELECTED MEASURES HEDI CHART-PRINCIPAL**

**20 point scale**

<b>HEDI Category</b>	<b>HEDI Points</b>	<b>Percent Change</b>
Highly effective	20	+3.05 or more
Highly effective	19	+3.00 to +3.04
Highly effective	18	+2.50 to +2.99
Effective	17	+2.00 to +2.49
Effective	16	+1.50 to +1.99
Effective	15	+1.00 to +1.49
Effective	14	+.50 to +.99
Effective	13	<b>0 to +.49</b>
Effective	12	-1.44 to -0.01
Effective	11	-2.15 to -1.45
Effective	10	-2.86 to -2.16
Effective	9	-2.87 to -4.29
Developing	8	-4.30 to -5.00
Developing	7	-5.01 to -5.62
Developing	6	-5.63 to -6.25
Developing	5	-6.26 to -6.87
Developing	4	-6.88 to -7.50
Developing	3	-7.51 to -8.12
Ineffective	2	-8.13 to -8.75
Ineffective	1	-8.76 to -9.37
Ineffective	0	-9.38 or lower

**15 point scale** – *For use when the Value-Added Model is implemented.*

<b>HEDI Category</b>	<b>HEDI Points</b>	<b>Percent Change</b>
Highly effective	15	+2.50 or more
Highly effective	14	+2.00 to +2.49
Effective	13	+1.50 to +1.99
Effective	12	+1.00 to +1.49
Effective	11	+0.50 to +0.99
<b>Effective</b>	<b>10</b>	<b>0 to +.49</b>
Effective	9	-3.43 to -0.01
Effective	8	-4.29 to -3.44
Developing	7	-5.62 to -4.30
Developing	6	-6.25 to -5.63
Developing	5	-6.87 to -6.26
Developing	4	-7.50 to -6.88
Developing	3	-8.12 to -7.51
Ineffective	2	-8.75 to -8.13
Ineffective	1	-9.37 to -8.76
Ineffective	0	-9.38 or lower

**NORTH BELLMORE  
60% OTHER MEASURES HEDI CHART-PRINCIPAL/TEACHERS**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
0 - 49	50– 56	57– 58	59 - 60

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below converts any average rubric score to a specific conversion score for the 60% “Other Measures of Effectiveness” sub-component.

**Rubric Score to Sub-Component Conversion Chart**

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25

1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)



**PRINCIPAL IMPROVEMENT PLAN**

<b>Consultation Date:</b>
<b>Principal:</b>
<b>Evaluator:</b>
<b>Union Representative:</b> <input type="checkbox"/> Not Present <input type="checkbox"/> Present( <i>Specify name</i> ):

**Reasons for Action:**    Developing Overall HEDI Composite Score    Ineffective Overall HEDI Composite Score

**Purpose of the Plan:** The purpose of this plan is to assist the Principal in meeting ISLLC Standards as identified in the District’s approved rubric in need of improvement. Development of a PIP is a helpful, professional conversation, identifying solutions and resources that are designed to help principal in improving his/her practice(s). PIP consultation meetings should not be adversarial or used as a negotiation tool.

**Description of practice(s) in need of change:**

<i>Box will expand upon typing.</i>
-------------------------------------

**The following activities will assist the Principal in changing identified practice(s) as measured by the following evidence:**

<i>Activities/Evidence</i>	<i>Intermediate Benchmark</i>	<i>Start Date</i>	<i>PIP Follow-up Date</i>	<i>End Date</i>
<i>Box will expand upon typing.</i>				

**PIP Follow-up Meeting:**

Allows both the evaluator and Principal to review and discuss the progress the Principal has made towards the provisions listed within this PIP plan. The manner in which improvement will assessed is through the “Follow Up Meeting”.

**Identification of Differentiated Principal Resources:**

- Mentors     District Professional Development Plan     BOCES     Higher Education Institutions     Personal Counselors     Workshops
- Employee Assistance Programs     Medical Referrals     Release time for courses     Peer Observation
- Other: \_\_\_\_\_

**Principal Statement:**

I attest to the fact that this PIP plan was developed by the evaluator **in consultation with** me based upon receiving a developing/ineffective overall HEDI composite score and I am in agreement of the recommendations(s) outlined in this plan. Although I may not agree with the assessment of my evaluator, I understand that if I do not make improvements in the areas identified in need of change, I may be recommended for suspension, demotion, non-reemployment, or dismissal.

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

**Evaluator Statement:**

I attest to the fact that this PIP plan was developed in **consultation with** the Principal based upon receiving a developing/ineffective overall HEDI composite score. In addition, I will support the Principal and monitor progress in the change effort as outline in this PIP plan.

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

**Union Representative Statement:**

I attest to the fact that I was present when this PIP plan was developed by the evaluator **in consultation with** the Principal based upon receiving a developing/ineffective overall HEDI composite score.

\_\_\_\_\_  
**Union Representative's Signature**

\_\_\_\_\_  
**Date**

*Annual Professional Performance Review for Teachers and Principals §3012-c law and regulations provide that "an improvement plan shall be developed locally through negotiations pursuant to article 14 of the Civil Service Law and shall include, but need not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiate activities to support a teacher's or principal's improvement in those areas."*

**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:

*Marie Gada*      6/11/15

Teachers Union President Signature:      Date:

*Rendee Colter*      6/11/15

Administrative Union President Signature:      Date:

*James V. Smith*      6/11/15

Board of Education President Signature:      Date:

*Grace Clammie*      6/11/15

**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:

 