



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

Commissioner of Education
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January 16, 2013

Michael J. Locantore, Superintendent
Patchogue-Medford Union Free School District
241 South Ocean Avenue
Patchogue, NY 11772

Dear Superintendent Locantore:

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

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: 2012-13

Created Wednesday, June 13, 2012

Updated Monday, January 14, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 :

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

580224030000

1.2) School District Name:

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

Patchogue-Medford School District

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, June 26, 2012

Updated Wednesday, January 16, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. 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.

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	4th and 5th Grade ELA State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	4th and 5th Grade ELA State Assessment
2	School-or BOCES-wide, group or team results based on State assessments	4th and 5th 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 student performance.

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

Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year.

Grades K-2: By measuring academic growth we can identify strengths and gaps in student progress. The expectation for each student is to make academic growth from year to year on the 4th and 5th Grade ELA and Math State Assessments. Student academic growth will be measured by comparing the current year's ELA and Math scores with similar students (students with the same prior test scores) to the prior year's ELA and Math scores. This will result in a Student Growth Percentile (SGP). An overall Mean Growth Percentile (MGP) will be calculated by finding the average of all the SGP's in each school for Math and ELA. Taking the HEDI score from the 25 Point State Growth Score will be converted to a 0-20 Point HEDI score using the applicable conversion Chart X uploaded in Task 2.11

All K-2 teachers in a school will earn the same score for the growth component.

For Grade 3 teachers: In collaboration with the building principal, teachers will be establishing student growth targets based on 4 year aggregated historical data. Growth will be measured by comparing the 4 year historical mean ELA and Math score for LEP and Non-LEP students to the mean ELA and Math score on this year's NYS Grade 3 ELA and Math Assessments. The final preliminary HEDI scores for LEP and Non-LEP will be an average proportionally to the LEP population of each school. Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.

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

Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.

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

Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.

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

Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.

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

Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	4th and 5th Grade Math State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	4th and 5th Grade Math State Assessment

2	School-or BOCES-wide, group or team results based on State assessments	4th and 5th Grade Math State 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year.</p> <p>Grades K-2: By measuring academic growth we can identify strengths and gaps in student progress. The expectation for each student is to make academic growth from year to year on the 4th and 5th Grade ELA and Math State Assessments. Student academic growth will be measured by comparing the current year's ELA and Math scores with similar students (students with the same prior test scores) to the prior year's ELA and Math scores. This will result in a Student Growth Percentile (SGP). An overall Mean Growth Percentile (MGP) will be calculated by finding the average of all the SGP's in each school for Math and ELA.</p> <p>Taking the HEDI score from the 25 Point State Growth Score will be converted to a 0-20 Point HEDI score using the applicable conversion chart X uploaded in Task 2.11. All K-2 teachers in a school will earn the same score for the growth component.</p> <p>For Grade 3 teachers: In collaboration with the building principal, teachers will be establishing student growth targets based on 4 year aggregated historical data. Growth will be measured by comparing the 4 year historical mean ELA and Math score for LEP and Non-LEP students to the mean ELA and Math score on this year's NYS Grade 3 ELA and Math Assessments. The final preliminary HEDI scores for LEP and Non-LEP will be an average proportionally to the LEP population of each school. Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state	Refer to the uploaded charts 5A, 5B, 6A and 6B in Task 2.11.

test).

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Patchogue-Medford District Developed Grade 6 Science Assessment

7	District, regional or BOCES-developed assessment	Patchogue-Medford District Developed Grade 7 Science Assessment
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	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year.

District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Based on their current grade level, students will be administered a Patchogue-Medford District Developed Grade 6, 7 or 8 Science pre-assessment to establish a baseline score. At the end of the year, students will be re-evaluated based upon a Patchogue-Medford District Developed Grade 6 and 7 Science Assessment or the 8th Grade State Science Assessment. A student's growth target will be approximately half the growth required to score 100 from his/her baseline score. Each student counts as a "yes" or "no" as to whether he/she met the target growth score. To calculate the percentage of students who met the target the following formula will be used: $\text{Final Percentage} = \frac{\text{number of students who met the growth target}}{\text{total number of students in SLO}}$.

Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart #1 uploaded in Task 2.11.

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

Refer to uploaded Chart 1 in Task 2.11.

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

Refer to uploaded Chart 1 in Task 2.11.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Refer to uploaded Chart 1 in Task 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Refer to uploaded Chart 1 in Task 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Nassau-Suffolk Regionally Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Nassau-Suffolk Regionally Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Nassau-Suffolk Regionally Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year.</p> <p>District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year.</p> <p>At the end of the year, students will be re-evaluated based upon a Nassau-Suffolk Regionally Developed Grade 6,7 or 8th Social Studies Assessment. This assessment will determine the students end of year growth level. A students growth target will be approximately half the growth required to score 100 from his/her baseline score. Each student counts as a "yes" or "no" as to whether he/she met the target growth score. To calculate the percentage of students who met the target the following formula will be used: Final Percentage=(number of students who met the growth target)/(total number of students in SLO).</p> <p>Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion chart #1 uploaded in Task 2.11.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.
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Effective (9 - 17 points) Results meet District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global 2 Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year. District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. At the end of the year, students will be re-evaluated based upon Regents scores. The Regents score will be used to determine the students end of year growth level. A students growth target will be approximately half the growth required to score 100 from his/her baseline score. Each student counts as a "yes" or "no" as to whether he/she met the target growth score. To calculate the percentage of students who met the target the following formula will be used: $\text{Final Percentage} = (\text{number of students who met the growth target}) / (\text{total number of students in SLO})$. Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion chart #1 uploaded in Task 2.11.</p> <p>Global I teachers will use school-wide scores based on the Global II Regents to determine the final percentage: $\text{Final Percentage} = (\text{number of students who met the$</p>
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growth target in Global II)/(total number of students). Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart #1 uploaded in Task 2.11.

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

Refer to uploaded Chart 1 in Task 2.11.

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

Refer to uploaded Chart 1 in Task 2.11.

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

Refer to uploaded Chart 1 in Task 2.11.

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

Refer to uploaded Chart 1 in Task 2.11.

2.7) High School Science Regents Courses

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

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

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

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

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

Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year. District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. At the end of the year, students will be re-evaluated based upon Regents scores. A students growth target will be approximately half the growth required to score 100 from his/her baseline score. Each student counts as a "yes" or "no" as to whether he/she met the target growth score. To calculate the percentage of students who met the target the following formula will be used: Final Percentage=(number of students who met the growth target)/(total number of students in SLO). Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart #1 uploaded in Task 2.11.

Please note: The Living Environment course will have a growth score calculated by the percent of increase in the percentage of number of students reaching a proficiency score of 65 or higher on the current years NYS Living Environment Regents compared to the percentage of students reaching proficiency on the baseline. The baseline was established using historical data from prior Living Environment Regents (mean percentage of students passing the Regents year over the last 5-years). Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart #9 uploaded in Task 2.11.

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

Refer to uploaded Chart 1 and 9 in Task 2.11.

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

Refer to uploaded Chart 1 and 9 in Task 2.11.

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

Refer to uploaded Chart 1 and 9 in Task 2.11.

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

Refer to uploaded Chart 1 and 9 in Task 2.11.

2.8) High School Math Regents Courses

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

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

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

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

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

Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year. District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Based on course, students will be administered a Patchogue-Medford District Developed Algebra 1, Geometry or Algebra 2 pre-assessment to establish a baseline score. At the end of the year, students will be re-evaluated based upon Regents scores. A students growth target will be approximately half the growth required to score 100 from his/her baseline score. Algebra

II growth targets will be approximately 30% of half the growth required to score 100 from his/her baseline score. Each student counts as a "yes" or "no" as to whether he/she met the target growth score. To calculate the percentage of students who met the target the following formula will be used: Final Percentage=(number of students who met the growth target)/(total number of students in SLO). Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart 1 uploaded in Task 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	Grade 11 ELA Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Grade 11 ELA Regents
Grade 11 ELA	Regents assessment	Grade 11 ELA Regents

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

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

Teachers in collaboration with the building principal will be establishing individual student growth targets using 3 year historical aggregated data showing norms (ELA 8 to English Regents) as baseline data at the beginning of the school year. Growth will be measured by the overall percentage of students who meet or exceed the established targets. Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart 1 uploaded in Task 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.
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Effective (9 - 17 points) Results meet District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to uploaded Chart 1 in Task 2.11.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other HS 9-12 Courses	School/BOCES-wide/group/team results based on State	English Regents
All other HS 9-12 English Courses	School/BOCES-wide/group/team results based on State	English Regents
All other HS 9-12 Math Courses	School/BOCES-wide/group/team results based on State	Algebra 1 and Geometry Regents
ALL other Social Studies HS 9-12 Courses	School/BOCES-wide/group/team results based on State	Global 2 and US History Regents
All other HS 9-12 Science Courses	School/BOCES-wide/group/team results based on State	Living Environment Earth Science Regents
All HS 9-12 Computer Science Courses	School/BOCES-wide/group/team results based on State	Algebra 1 and Geometry Regents
All other MS 6-8 Courses	School/BOCES-wide/group/team results based on State	State ELA/Math Assessments Grades 6, 7 and 8
All other Elementary K-5 Courses	School/BOCES-wide/group/team results based on State	State ELA/Math Assessments Grades 4 and 5
ESL Courses	State Assessment	NYSESLAT
All other Special Education	State Assessment	NYSAA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All other elementary teachers K-5: Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year. By measuring academic growth we can identify strengths and gaps in student progress. The expectation for each student is to make academic growth from year to year on the 4th and 5th Grade ELA and Math State Assessments. Student academic growth will be measured
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by comparing the current year's ELA and Math scores with similar students (students with the same prior test scores) to the prior year's ELA and Math scores. This will result in a Student Growth Percentile (SGP). An overall Mean Growth Percentile (MGP) will be calculated by finding the average of all the SGP's in each school for Math and ELA. Taking the State provided 25 point growth score, it will be converted to a 0-20 point HEDI score using the applicable conversion Chart X uploaded in Task 2.11. All teachers in a school will earn the same score for the growth component.

All other middle school teachers:

Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year. By measuring academic growth we can identify strengths and gaps in student progress. The expectation for each student is to make academic growth from year to year on the 6th,7th and 8th Grade ELA and Math State Assessments. Student academic growth will be measured by comparing the current year's ELA and Math scores with similar students (students with the same prior test scores) to the prior year's ELA and Math scores. This will result in a Student Growth Percentile (SGP). An overall Mean Growth Percentile (MGP) will be calculated by finding the average of all the SGP's in each school for Math and ELA. Taking the State provided 25 point growth score, it will be converted to a 0-20 point HEDI score using the applicable conversion Chart X uploaded in Task 2.11. All teachers in a school will earn the same score for the growth component.

All ESL Courses:

Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year based on historical data from prior NYSESLAT exams. Growth will be measured by comparing the mean score on the Reading/Writing Section of the NYSESLAT established in the baseline to the this year's mean score on the Reading/Writing section of the NYSESLAT. The percentage of growth in the mean score will be converted to a 0-20 HEDI score using the applicable conversion Chart I uploaded in Task 2.11.

All Other Special Education Courses:

Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year based on historical data from prior NYSAA exams. Growth will be measured by comparing the percentage of AGLI's receiving a score of Level 4 established in the baseline to the this year's percentage of AGLI's receiving a score of Level 4 on the NYSESLAT. The percentage of growth will be converted to a 0-20 HEDI score using the applicable conversion Chart G2 uploaded in Task 2.11.

All other HS 9-12 teachers and HS 9-12 English:

Teachers in collaboration with the building principal will be establishing individual student growth targets using 3 year aggregated data showing norms (ELA 8 to English Regents) as baseline data at the beginning of the school year. Growth will be measured by the overall percentage of students who meet or exceed the established targets. Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart 1 uploaded in Task 2.11.

All other HS 9-12 Math and Computer Science Teachers: The Algebra I course will have a growth score calculated by the percent of increase in the percentage of number of students reaching a proficiency score of 65 or higher on the current years NYS Algebra Regents compared to the percentage of students reaching proficiency on the baseline. The baseline was established using historical data from prior Algebra I Regents (mean percentage of students passing the Regents year over the last 3-years). Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart 9 uploaded in Task 2.11.

All other HS 9-12 Social Studies Teachers: Teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year. District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. At the end of the year, students will be re-evaluated based upon Global and Us History Regents scores. A students growth target will be approximately half the growth required to score 100 from his/her baseline score. Each student counts as a "yes" or "no" as to whether he/she met the target growth score. To calculate the percentage of students who met the target the following formula will be used: $\text{Final Percentage} = (\text{number of students who met the growth target}) / (\text{total number of students})$. Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart 1 uploaded in Task 2.11.

All other HS 9-12 Science Courses: The Living Environment and Earth Science course will have a growth score calculated by the percent of increase in the percentage of number of students reaching a proficiency score of 65 or higher on the current years Living Environment and Earth Science Regents compared to the percentage of students reaching proficiency on the baseline. The baseline was established using historical data from prior Regents (mean percentage of students passing the Regents year over the last 3-years). Based on the percentage of students meeting the established targets a preliminary corresponding score of 0-20 HEDI will be determined proportional to the number of students that each Regents. The average of these two pre-liminary

scores will determine in a single 0-20 HEDI using the applicable conversion Chart 9 uploaded in Task 2.11.

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

Refer to Charts I, G2, X, 1 and 9 uploaded in Task 2.11.

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

Refer to Charts I, G2, X, 1 and 9 uploaded in Task 2.11.

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

Refer to Charts I, G2, X, 1 and 9 uploaded in Task 2.11.

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

Refer to Charts I, G2, X, 1 and 9 uploaded in Task 2.11.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/145792-TXEttx9bQW/Task 2.11 Conversion Charts_1.pdf

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, 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.

Teachers in the Patchogue-Medford School District will be allowed to set differentiated growth targets with principal approval for students identified as English Language Learners or based on prior academic history.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, June 26, 2012

Updated Wednesday, January 16, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Scholastic Reading Inventory
5	6(ii) School wide measure computed locally	Scholastic Reading Inventory
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Refer to upload Chart A and Chart B in task 3.3 for general process for assigning HEDI categories.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts B in Task 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts B in Task 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts B in Task 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts B in Task 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Scholastic Reading Inventory
5	6(ii) School wide measure computed locally	Scholastic Reading Inventory
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Western Suffolk BOCES Developed Graded 7 Math Assessment
8	6(ii) School wide measure computed locally	Western Suffolk BOCES Developed Graded 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Common Branch Grade 4-6 teachers have selected to use the SRI as their locally-selected measure. Refer to uploaded Chart B in Task 3.3. Grade 7 and 8 math teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year. A pre-assessment will be administered in the spring. Student growth will be measured by the percentage of students who met or exceed the established growth target. Based on the percentage of students meeting the established targets a corresponding score of 0-20 HEDI will be determined using the applicable conversion Chart D uploaded in Task 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts B and Chart D in Task 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts B and Chart D in Task 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts B and Chart D in Task 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts B and Chart D in Task 3.3.

3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/145920-rhJdBgDruP/Task 3.3 Conversion Charts.pdf>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	AIMSWEB
1	6(ii) School-wide measure computed locally	AIMSWEB
2	6(ii) School-wide measure computed locally	AIMSWEB
3	6(ii) School-wide measure computed locally	Scholastic Reading Inventory

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For grades K-2 student achievement will be measured by the percentage of students K-2 school-wide that met the Rate of Improvement (ROI) target that is established after the students take a fall benchmark. Targets are based on national AIMSWEB norms. Students will be administered a spring AIMSWEB assessment. Results from the spring will be compared to the ROI targets. If they meet the target they are a "yes", if they do not meet the target they are a "no". The number of "yes" students divided by the total students. Based on the school wide percentage of K-2 students meeting the established targets a corresponding score of 0-20 HEDI will be received determined using the applicable conversion Chart F uploaded in Task 3.13.</p> <p>Common Branch Grade 3 teachers have selected to use the SRI as their locally-selected measure. Refer to uploaded Chart A in task 3.13 for general process for assigning HEDI categories.</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>Refer to uploaded Charts A and F in Task 3.13.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to uploaded Charts A and F in Task 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to uploaded Charts A and F in Task 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to uploaded Charts A and F in Task 3.13.</p>

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	AIMSWEB
1	6(ii) School-wide measure computed locally	AIMSWEB
2	6(ii) School-wide measure computed locally	AIMSWEB
3	6(ii) School-wide measure computed locally	Scholastic Reading Inventory

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For grades K-2 student achievement will be measured by the percentage of students K-2 school-wide that met the Rate of Improvement (ROI) target that is established after the students take a fall benchmark. Targets are based on national AIMSWEB norms. Students will be administered a spring AIMSWEB assessment. Results from the spring will be compared to the ROI targets. If they meet the target they are a "yes", if they do not meet the target they are a "no". The number of "yes" students divided by the total students. Based on the school wide percentage of K-2 students meeting the established targets will receive a corresponding score of 0-20 HEDI which will be determined using the applicable conversion Chart F uploaded in Task 3.13.</p> <p>Common Branch Grade 3 teachers have selected to use the SRI as their locally-selected measure. Refer to uploaded Chart A in task 3.13 for general process for assigning HEDI categories.</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>Refer to uploaded Charts A and F in Task 3.13.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to uploaded Charts A and F in Task 3.13.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to uploaded Charts A and F in Task 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to uploaded Charts A and F in Task 3.13.</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 7-8 Science teachers, student achievement will be calculated by the overall school-wide percentage of students achieving a score of 3 or higher on the NYS Grade 8 Science Assessment. Based on the percentage of students scoring 3 or higher will result in a corresponding 0-20 HEDI score and will be determined using the applicable conversion Chart N-1 uploaded in Task 3.13. Note: Grade 6 Common Branch Teachers will be using the SRI as their locally selected measure. Refer to Scholastic Conversion Charts A uploaded in Task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts N-1 and A in Task 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts N-1 and A in Task 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts N-1 and A in Task 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Charts N-1 and A in Task 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Nassau-Suffolk Regionally Developed 7th 8th Grade Social Studies Assessment
8	6(ii) School wide measure computed locally	Nassau-Suffolk Regionally Developed 7th 8th Grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Common Branch Grade 6 Teachers will be using Scholastic SRI as their locally selected measure. A corresponding 0-20 HEDI score will be determined using the applicable Scholastic Conversion Charts A and
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B uploaded in Task 3.13.

For Grade 7-8 Social Studies, student achievement will be calculated by the overall percentage of students in grade 7 and 8 school-wide with a score of 65 or higher on the Nassau-Suffolk Regionally Developed Grade 7 8 Social Studies Assessment, which will then be converted to a corresponding 0-20 HEDI score determined using the applicable conversion Charts 1 uploaded in Task 3.13. All grade 7-8 social studies teachers school-wide will receive the same score.

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

Refer to uploaded Charts 1, A and B in Task 3.13.

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

Refer to uploaded Charts 1, A and B in Task 3.13.

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

Refer to uploaded Charts 1, A and B in Task 3.13.

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

Refer to uploaded Charts 1, A and B in Task 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	US History and Global II Regents
Global 2	6(ii) School wide measure computed locally	US History and Global II Regents
American History	6(ii) School wide measure computed locally	US History and Global II Regents

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

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

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

There will be two components to the locally computed 20 points. The first component will be calculated by the overall school-wide percentage of students who score a 65 or higher on the Global 2 Regents, which will result in a corresponding 0-20 HEDI score. The second component

will be calculated by the overall school-wide percentage of students who score a 65 or higher on the US History Regents, which will result in a corresponding 0-20 HEDI score.

Each assessment will result in a preliminary HEDI score outlined below. Once each preliminary HEDI score is determined, they will be averaged together proportionate to the number of students taking each Regents exam which will result in a final HEDI score between 0-20 points. Refer to HS Social Studies Conversion Chart H as uploaded in Task 3.13.

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

Refer to uploaded Chart H in Task 3.13.

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

Refer to uploaded Chart H in Task 3.13.

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

Refer to uploaded Chart H in Task 3.13.

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

Refer to uploaded Chart H in Task 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Living Environment and ELA Regents Exams
Earth Science	6(ii) School wide measure computed locally	Living Environment and ELA Regents Exams
Chemistry	6(ii) School wide measure computed locally	Living Environment and ELA Regents Exams
Physics	6(ii) School wide measure computed locally	Living Environment and ELA Regents Exams

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.	There will be two components to the locally computed 20 points. The first component will be the calculated by the overall school-wide percentage of students who score a 65 or higher on the Living Environment Regents, which will result in a corresponding 0-20 HEDI score. The second component will be calculated by the overall school-wide percentage of students who score a 65 or higher on the ELA Regents, which will result in a corresponding 0-20 HEDI score. Each assessment will result in a preliminary HEDI score outlined above. Once each preliminary HEDI score is determined, they will be averaged together proportionate to the number of students taking each assessment resulting in a final HEDI rating. Refer to HS Science Conversion Chart N-2 in Task 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to HS Science Conversion Chart N-2 in Task 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to HS Science Conversion Chart N-2 in Task 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to HS Science Conversion Chart N-2 in Task 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to HS Science Conversion Chart N-2 in Task 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Algebra 1 and Geometry Regents
Geometry	6(ii) School wide measure computed locally	Algebra 1 and Geometry Regents
Algebra 2	6(ii) School wide measure computed locally	Algebra 1 and Geometry Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers in collaboration with principals will be establishing individual growth targets using the
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	pre-assessment baseline data received in the beginning of the year. There will be two components to the locally computed 20 points. The first component will be the targeted school-wide growth on the Algebra 1 Regents. The second component will be the targeted school-wide growth on the Geometry Regents. If a student makes the target they will be a "yes". The total number of "yes" students divided by the total number of students will result in a 0-20 HEDI rating. Each assessment will result in a preliminary HEDI score outlined above. Once each preliminary HEDI score is determined, they will be averaged together proportionate to the number of students taking in each Regents resulting in a final 0-20 HEDI rating. This HEDI rating will be used for all high school mathematics teachers within a school. Refer to uploaded Percent of Growth Chart 1 in Task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Percent of Growth Chart 1 in Task 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Percent of Growth Chart 1 in Task 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Percent of Growth Chart 1 in Task 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded Percent of Growth Chart 1 in Task 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	English Regents

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

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

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.	Student achievement will be calculated by the overall school-wide percentage of students who receive a score of 75 or higher on the English Regents, which will result in a 0-20 HEDI score. Refer to uploaded HS English Chart M in Task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded HS English Chart M in Task 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded HS English Chart M in Task 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded HS English Chart M in Task 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded HS English Chart M in Task 3.13.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
HS 9-12 Art Courses	6(ii) School wide measure computed locally	Patchogue-Medford District Developed Media, Ceramics and Studio Art Assessment
HS 9-12 Technology Courses	6(ii) School wide measure computed locally	Patchogue-Medford District Developed Productive System and World of Technology Assessment
HS 9-12 Computer Science Courses	6(ii) School wide measure computed locally	Algebra 1 and Geometry Regents
HS 9-12 Physical Education Courses	6(ii) School wide measure computed locally	Patchogue-Medford District Developed 11 and 12 Grade PE Assessment
All LOTE courses	6(ii) School wide measure computed locally	Nassau-Suffolk Regionally Developed Foreign Language Assessment
All other HS 9-12 Math Courses	6(ii) School wide measure computed locally	Algebra 1 and Geometry Regents
All other HS 9-12 English Courses	6(ii) School wide measure computed locally	English Regents
All HS 9-12 Business Courses	6(ii) School wide measure computed locally	Patchogue-Medford District Developed Accounting, Personal Law and Business Math Assessment
HS 9-12 Music Courses	6(ii) School wide measure computed locally	Patchogue-Medford District Developed 9-12 Piano 1 2, Band, Orchestra and Chorus Assessment
All ESL Courses	6(ii) School wide measure computed locally	NYSESLAT Exam
All HS 9-12 Reading Teachers	6(ii) School wide measure computed locally	English Regents

All other HS 9-12 Science Courses	6(ii) School wide measure computed locally	English and Living Environment Regents
All other HS 9-12 Social Studies Courses	6(ii) School wide measure computed locally	Global 1 and US History Regents
HS 9-12 Learning Lab Teachers	6(ii) School wide measure computed locally	Global, US History, and English Regents
All Life Skills/Special Education teachers	6(ii) School wide measure computed locally	Patchogue-Medford District Developed Elementary and Secondary Life Skills Assessment
MS 6-8 and K-5 Elementary Resource Room Teachers	6(ii) School wide measure computed locally	Scholastic Reading Inventory
3-8 Reading Teachers	6(ii) School wide measure computed locally	Scholastic Reading Inventory
K-2 Reading Teachers	6(ii) School wide measure computed locally	AIMSWEB
MS 6-8 Health Teachers	6(ii) School wide measure computed locally	Patchogue Medford District Developed Grade 7 Health Assessment
MS 6-8 Technology Teachers	6(ii) School wide measure computed locally	Patchogue Medford District Developed Grade 7 and Grade 8 Technology Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For teachers of: High School 9-12 Art, Technology, Physical Education and Business courses; Middle School 6-8 Health, Technology, Art, Home Careers Physical Education courses; Elementary School K-5 Art, Band, Music, Orchestra Physical Education courses;</p> <p>District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or a subject. Student achievement will be calculated by the overall school-wide percentage of students achieving a score of 65 or higher on the locally/regionally/BOCES developed or Regents assessment. Based on the percentage of students achieving a score of 65 or higher, a corresponding 0-20 HEDI score will be given. Refer to uploaded Chart 2 in Task 3.13.</p> <p>For teachers of Middle School 6-8 Music and High School 9-12 Music; refer to Chart K for general process for assigning HEDI categories for these subjects.</p> <p>For teachers of Reading 3-8, Middle School 6-8 Resource</p>
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Room, Elementary K-5 Resource Room
Refer to Scholastic Conversion Chart A for general process for assigning HEDI categories for these subjects.

For Reading teachers K-2 student achievement will be measured by the percentage of students K-2 school-wide that met the Rate of Improvement (ROI) target that is established after the students take a fall benchmark. Targets are based on national AIMSWEB norms. Students will be administered a spring AIMSWEB assessment. Results from the spring will be compared to the ROI targets. If they meet the target they are a "yes", if they do not meet the target they are a "no". The number of "yes" students divided by the total students. Based on the school wide percentage of K-2 students meeting the established targets a corresponding score of 0-20 HEDI will be received determined using the applicable conversion Chart F uploaded in Task 3.13.

For teachers of all other HS 9-12 English courses and Reading, student achievement will be calculated by the overall school-wide percentage of students who receive a score of 75 or higher on the English Regents, which will result in a 0-20 HEDI score. Refer to uploaded HS English Chart M in Task 3.13.

For teachers of all other HS 9-12 Computer Science courses, teachers in collaboration with principals will be establishing individual growth targets using the pre-assessment baseline data received in the beginning of the year. There will be two components to the locally computed 20 points. The first component will be the targeted school-wide growth on the Algebra 1 Regents. The second component will be the targeted school-wide growth on the Geometry Regents. If a student makes the target they will be a "yes". The total number of "yes" students divided by the total number of students will result in a 0-20 HEDI rating. Each assessment will result in a preliminary HEDI score outlined above. Once each preliminary HEDI score is determined, they will be averaged together proportionate to the number of students taking in each Regents resulting in a final 0-20 HEDI rating. This HEDI rating will be used for all high school mathematics teachers within a school. Refer to uploaded Percent of Growth Chart 1 in Task 3.13.

For all other LOTE teachers, District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or a subject. Student achievement will be calculated using the mean score on the regionally developed Foreign Language Assessment. Based on the mean score a corresponding 0-20 HEDI score will be given. Refer to uploaded Chart J in Task 3.13.

For all ESL teachers, District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or a subject. Student achievement will be calculated using the mean score on the Reading Writing portion of the NYSESLAT.

Based on the mean score a corresponding 0-20 HEDI score will be given. Refer to uploaded Chart I in Task 3.13.

For teachers of all other Science courses, there will be two components to the locally computed 20 points. The first component will be calculated by the overall school-wide percentage of students who score a 65 or higher on the Living Environment Regents, which will result in a corresponding 0-20 HEDI score. The second component will be calculated by the overall school-wide percentage of students who score a 65 or higher on the ELA Regents, which will result in a corresponding 0-20 HEDI score. Each assessment will result in a preliminary HEDI score outlined above. Once each preliminary HEDI score is determined, they will be averaged together proportionate to the number of students taking each assessment resulting in a final HEDI rating. Refer to HS Science Conversion Chart N-2 in Task 3.13.

For teachers of all other Social Studies courses, there will be two components to the locally computed 20 points. The first component will be calculated by the overall school-wide percentage of students who score a 65 or higher on the Global 2 Regents, which will result in a corresponding 0-20 HEDI score. The second component will be calculated by the overall school-wide percentage of students who score a 65 or higher on the US History Regents, which will result in a corresponding 0-20 HEDI score. Each assessment will result in a preliminary HEDI score outlined below. Once each preliminary HEDI score is determined, they will be averaged together proportionate to the number of students taking each Regents exam which will result in a final HEDI score between 0-20 points. Refer to HS Social Studies Conversion Chart H as uploaded in Task 3.13.

For HS 9-12 Learning Lab, teachers will be utilizing the same process outlined by the HSI 9-12 social studies and HS 9-12 English teachers. Based on these results the two preliminary HEDI scores will be determined and averaged equally for one final 0-20 HEDI score.

For all Elementary Life Skills K-2 Special Education teachers, student achievement will be measured by the percent of questions answered correctly on the locally developed Elementary Core Assessment. District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or a subject. The overall percentage of questions answered correctly in K-2 will result in a 0-20 HEDI rating for all Elementary Life Skills K-2 Special Education teachers. Refer to Conversion Chart G-1 as uploaded in Task 3.13.

For all Grade 3-12 Life Skills Special Education teachers, student achievement will be measured based on the percentage of AGLIs on the Locally Developed Assessment that receive a score of 4. District developed assessments will be rigorous, comparable across

classrooms and the same assessment will be used across a grade level or a subject. The overall percentage will result in 0-20 HEDI rating. Refer to Conversion Chart G-2 as uploaded in Task 3.13.

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

Refer to uploaded Charts 1, 2, A, B, F, G-1, G-2, H, I, J, K, M and N-2 in Task 3.13.

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

Refer to uploaded Charts 1, 2, A, B, F, G-1, G-2, H, I, J, K, M and N-2 in Task 3.13.

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

Refer to uploaded Charts 1, 2, A, B, F, G-1, G-2, H, I, J, K, M and N-2 in Task 3.13.

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

Refer to uploaded Charts 1, 2, A, B, F, G-1, G-2, H, I, J, K, M and N-2 in Task 3.13.

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

[assets/survey-uploads/5139/145920-Rp0Ol6pk1T/Section3 Sheet1_1.pdf](#)

3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/145920-y92vNseFa4/Task 3.13_1.pdf](#)

3.14) Locally Developed Controls

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

For description of adjustments refer to uploaded Chart E in Task 3.13.

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.

A preliminary HEDI score will be determined for each of the class rosters. Once all preliminary HEDI scores are determined they will be averaged proportionally to the number of students resulting in a final HEDI score. Conventional rounding rules will apply, in no case will the final APPR composite score not be a whole number.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, June 13, 2012

Updated Tuesday, January 15, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each domain within the Danielson rubric has been broken down to subsections of various component values. The APPR committee has agreed that the areas of greatest importance will receive the highest amount of points attached. Therefore, Domain 1-54 points, Domain 2-45 points, Domain 3-90 points and Domain 4-30 points. Total points are equal to a maximum value of 219 points based on the rubric. The uploaded conversion chart values will be incorporated in the End of Year Summative Evaluation Form. The District and the PMCT agree on the expectation of all teachers to submit a professional portfolio which may include review of lesson plans, various instructional and professional artifacts that will demonstrate professional growth and development. The items that are selected for inclusion in the portfolio have been negotiated with the PMCT leadership. The list of example artifacts is not a comprehensive list, it is a document that is used for sample ideas and will continue to grow. Furthermore, each teacher will be expected to demonstrate how the components of the portfolio impact their professional growth and will be included as evidence of meeting specific areas of the

Danielson rubric. The administrators evaluation of the portfolio items will be included in the overall assessment of the 219 points available from the rubric. SEE ATTACHED CHART

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

assets/survey-uploads/5091/142364-eka9yMJ855/4.5 Chart Teacher Rubric Conversion Scale.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.	Teachers demonstrate overall performance and results that are exemplary and exceed standards in the Domains of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers demonstrate average overall performance and results in meeting standards in the Domains of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers demonstrate below average overall performance and results in meeting standards in the Domains of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers demonstrate unsatisfactory overall performance and results in meeting standards in the Domains of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	34-56
Ineffective	0-33

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Both
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Both
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, June 26, 2012

Updated Tuesday, January 15, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	34-56
Ineffective	0-33

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, June 13, 2012

Updated Wednesday, January 16, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/142351-Df0w3Xx5v6/TIP Form Progress Form Template.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:

APPR appeals will all be held in a timely and expeditious manner and follow the manner listed below:

1. Within ten (10) business days, occurring during the school year including summer recess, of the receipt of a teacher's annual evaluation, the teacher may request in writing review by the Superintendent of Schools or his/her designee.

2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance, rating and/or adherence to the parties' annual performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.

3. Within ten (10) business days, occurring during the school year including summer recess, of receipt of the appeal, the Superintendent of Schools or his/her designee shall render an initial determination, in writing, respecting the appeal.

Thereafter, the affected teacher may elect review of the appeal papers by one outside expert who will be chosen from a panel of three persons selected by the District and PMCT, which panel shall be established by the parties. The initial panel shall be identified in a separate writing between the parties. The panel composition shall be reviewed annually beginning on July 1, 2013. The panelists shall be selected in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. The cost of expert review shall be borne equally by the parties. The expert may recommend a modification of the TIP, or modification of the rating, along with his/her rationale for the same. Expert review shall be completed within ten (10) business days of delivery of the written request for review to the panel member. No hearing shall be held. The review shall be based solely on the original written appeal, the Superintendent's original determination, the supporting papers submitted by the teacher and the response, if any, submitted by the teacher's evaluator. The panelists' written review recommendation shall be transmitted to the Superintendent and appellant upon completion. The Superintendent shall consider the written review recommendation of the panelist and shall issue a written decision within ten (10) days thereof. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure. (The parties acknowledge that nothing herein shall prevent a unit member from offering into evidence the written review recommendation of an outside expert appointed pursuant to his subdivision to the context of a 3020-a discharge proceeding based on a "pattern of ineffective teaching or performance" or "pedagogical incompetence.")

4. An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. Tenured teachers who are rated effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR Evaluation and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.

5. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated ineffective, effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Patchogue-Medford School District recognizes the obligation to provide the appropriate level of training for all lead evaluators prior to completion of 2012-2013 teacher evaluations. Training arranged through the Assistant Superintendent for Instruction will be made for lead evaluators including: principals, assistant principals, assistant superintendents, superintendent and academic directors in the use of the Charlotte Danielson Rubric. The intense training covering all components of teacher evaluation began in July 2011 and continued throughout the 2011-2012 year. Ongoing training has remained in place and follows the information provided in the NYSED Guidance Document and be conducted by staff developer Joan Day-Lewis. Financial resources will be allocated during the budget development process in order to provide ongoing training and recertification as necessary to remain in compliance with NYSED regulations. The District recognizes the expectation to provide ongoing staff development and review the evaluation process at monthly Administrative Council Meetings. Additional training will be held each summer to maintain inter-rater reliability over time and between school years. Furthermore, turnover of administrative staff will require district administrators to engage in continuous collaboration of the evaluation process.

Training provided for lead evaluators included a comprehensive review of the Danielson rubric and use of the domains to provide evidence of teacher effectiveness. Review of video lessons, and written evaluations allowed the administrators the opportunity to collaborate on the process. Consistent evaluation ratings and inter-rater reliability is ensured by administrative roundtable meetings, partner evaluations and team evaluations to review teacher evaluations. All administrators engage in an ongoing collaborative processes of peer review and analysis of writing, critique of written evaluations and observations and comparison of information included as documentation. Work with administrators is ongoing in the area of reviewing student growth percentages, application and use of State assessment data, scoring methods to evaluate teachers and evidence based observations. Training for inter-rater

reliability will be a continuous part of the administrative professional development plan and resources have been allocated as such.

Newly hired administrators will be assigned to participate in conferences, workshops and alternative training sessions based on the Danielson rubric with Joan Daly-Lewis or other experts in the field. Ongoing administrative professional development will take place throughout the implementation of the APPR process. Administrators have been encouraged to participate in a collaborative conversation during all observations and evaluations.

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 Monday, July 02, 2012

Updated Tuesday, January 15, 2013

Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, June 29, 2012

Updated Tuesday, January 15, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
6-8	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5 Year Graduation Rate

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.	<p>K-5 and 6-8 building principals will be using the school wide results of the Scholastic Reading Inventory with the HEDI categories defined as noted on the uploaded PRINCIPAL LOCAL COMPONENT VALUE ADDED CHART 15 POINTS and CHART A.</p> <p>9-12 HS Principals will use the achieved graduation rate with the indicated HEDI ratings as noted on the uploaded PRINCIPAL LOCAL COMPONENT VALUE ADDED CHART 15 POINTS.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to: PRINCIPAL LOCAL COMPONENT VALUE ADDED CHART 15 POINTS and CHART A.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to: PRINCIPAL LOCAL COMPONENT VALUE ADDED CHART 15 POINTS and CHART A.

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

Refer to:
PRINCIPAL LOCAL COMPONENT VALUE ADDED CHART 15 POINTS and CHART A.

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

Refer to:
PRINCIPAL LOCAL COMPONENT VALUE ADDED CHART 15 POINTS and CHART A.

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

(No response)

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

assets/survey-uploads/5366/147402-qBFVOWF7fC/Principal Local Value Added Components_1.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
6-8	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5 Year Graduation Rate

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.	K-5 and 6-8 building principals will be using the school wide results of the Scholastic Reading Inventory with the HEDI categories defined as noted on the uploaded PRINCIPAL LOCAL COMPONENT CHART POINTS and CHART B. 9-12 HS Principals will use the achieved graduation rate with the indicated HEDI ratings as noted on the uploaded PRINCIPAL LOCAL COMPONENT CHART 20 POINTS.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached: PRINCIPAL LOCAL COMPONENT CHART 20 POINTS and CHART B.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached: PRINCIPAL LOCAL COMPONENT CHART 20 POINTS and CHART B.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached: PRINCIPAL LOCAL COMPONENT CHART 20 POINTS and CHART B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached: PRINCIPAL LOCAL COMPONENT CHART 20 POINTS and CHART B.

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

(No response)

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

assets/survey-uploads/5366/147402-T8MIGWUVm1/Principal Local Components_1.pdf

8.3) Locally Developed Controls

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

Principals in the Patchogue-Medford School District will be allowed to set differentiated growth or achievement targets with the approval of the Assistant Superintendent of Instruction for students that are identified as English Language Learners or based on prior academic history.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, June 26, 2012

Updated Tuesday, January 15, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 posted, this form will be updated with dropdown menus 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)

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.

Multiple school visits will take place from trained central office staff members including Assistant Superintendents and the Superintendent of Schools. Visits and observations will be announced and unannounced and may include multiple administrators visiting at one time. Principals will also submit a professional portfolio that includes multiple documents as a collection of artifacts to demonstrate competency and professional growth in each area of the rubric.

The District will use the Multidimensional Principal Performance Rubric and will weight the six domains as follows: Domain 1 - Shared Vision of Learning 16 points; Domain 2 - School Culture and Instructional Program 40 points; Domain 3 - Safe, Efficient, Effective Learning Environment 20 points; Domain 4 – Community 12 points; Domain 5 - Integrity, Fairness, Ethics 20 points; Domain 6 -Political, Social, Economic, Legal and Cultural Context 12 points. Each domain will be evaluated by the elements listed within the domain on a 4-point scale for a maximum total of 120 points for the rubric. The rubric will be reviewed against a 60-point conversion scale. At the beginning of each year, the principal and the Assistant Superintendent for Instruction will determine what artifacts are appropriate evidence to supplement the onsite observations of the principal. Such artifacts will be reviewed when assigning points to each element within the rubric. Specifically the evaluator will review all available data and evidence as they reflect the elements in each of the six domains. A principal's overall performance can be rated at any score point from 0 to 60.

Please refer to 9.7 upload for additional information on the scoring process.

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

assets/survey-uploads/5143/145927-pMADJ4gk6R/Principal Determination HEDI Scale_2.pdf

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

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe
---	--

	environment, fostering collaboration among community and staff and promoting student success.
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among community and staff and promoting student success.
Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance and improvement needed in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among community and staff and promoting student success.
Ineffective: Overall performance and results do not meet standards.	Unsatisfactory performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among community and staff and promoting student success.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	53-56
Ineffective	0-52

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, June 29, 2012

Updated Monday, January 14, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	53-56
Ineffective	0-52

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, June 26, 2012

Updated Friday, January 11, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/146011-Df0w3Xx5v6/Principal Improvement Plan Progress Form Template.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:

It is noted that all aspects of the appeals process will be handled in timely and expeditious way. The following information is taken from PMAA Collective Bargaining Agreement:

1. A draft evaluation shall be presented to the building Principal in a meeting with the Assistant Superintendent of Schools no later than April 1 for an untenured principal and May 1 for tenured principals each year. The principal and Assistant Superintendent shall discuss possible changes to the draft before it becomes finalized.

2. *Within twelve (12) business days after the meeting the Assistant Superintendent will present the evaluation to the principal.*
3. *Within twelve (12) business days after actual receipt of the final evaluation from the Assistant Superintendent, the principal may appeal the evaluation to the Superintendent of Schools. The time limitation for filing an appeal may be extended by mutual agreement of the parties or for extenuating circumstances. However, the extension of filing an appeal will be timely and expeditious in accordance with Education Law Section 3012-c.*
4. *Any procedural issues regarding the appeal process shall be subject to the parties' grievance procedure.*
5. *Within twelve (12) business days after receipt of the appeal, the Superintendent shall make a final written determination of the appeal. Except as outlined in 4 above, the determination shall not be grievable. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge the evaluation nor the Superintendent's determination on the appeal in any proceeding brought pursuant to Education Law Section 3020-a.*

The parties agree that all provisions and components of the APPR plan shall sunset and become null and void effective June 30, 2013. The parties agree that they must renegotiate all aspects, components, procedures, and details of the APPR agreement and agree to begin negotiations for a successor agreement no later than April 1, 2013 in anticipation for a successor agreement to be approved and in effect September 1, 2013.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Patchogue-Medford School District recognizes the obligation to provide the appropriate training for all lead evaluators. Training has been arranged through the Assistant Superintendent for Instruction and follows the NYSED guidelines. Resources for ongoing training of lead evaluators will be included in the annual budget to ensure ongoing recertification as necessary.

Administrators that will be conducting principal evaluations have participated in an intensive training workshop through Eastern Suffolk Boces as part of The Department of Education and Information Support Services. Training sessions began in July 2012 and will be ongoing throughout the year. Components of the training include the application and utilization of NYS approved principal rubrics with a particular focus on inter-rater reliability, application and use of student growth percentile and value added growth model data, application of use of state approved locally selected measures of student achievement, scoring methodology to evaluate principals and evidence based observations.

New administrators will take place in updated training and conferences as necessary. Ongoing professional development to improve evaluation skills will be included in the District Professional Development Plan throughout the school year. The training will focus on inter-rater reliability and address any needs required for recertification. Administrators will continuously have the opportunity to practice skills in effectively identifying rubric components, determining performance levels and gathering evidence in an observation. Training will be recognized experts in the field and coordinated with ES Boces.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
---	---------

11.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

12. Joint Certification of APPR Plan

Created Tuesday, June 26, 2012

Updated Wednesday, January 16, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/145889-3Uqgn5g9Iu/Task 12.1 District Certification Form.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

**HEDI RATING
PROCESS FOR ASSIGNING 60 POINTS**

All components within each of the 4-domains are assigned a point value.

Domain 1 has 6 components. Within each component a score will be assigned: Ineffective – 0 points, Developing- 3 points, Effective- 6 points and Highly Effective- 9 points. Based on the point values and the number of components, the maximum possible points in Domain 1 are 54 points.

Domain 2 has 5 components. Within each component a score will be assigned: Ineffective – 0 points, Developing- 3 points, Effective- 6 points and Highly Effective- 9 points. Based on the point values and the number of components, the maximum possible points in Domain 2 are 45 points.

Domain 3 has 5 components. Within each component a score will be assigned: Ineffective – 0 points, Developing- 6 points, Effective- 12 points and Highly Effective- 18. Based on the point values and the number of components, the maximum possible points in Domain 3 are 90 points.

Domain 4 has 6 components. Within each component a score will be assigned: Ineffective – 0 points, Developing- 1 point, Effective- 3 points and Highly Effective- 5 points. Based on the point values and the number of components, the maximum possible points in Domain 4 are 30 points.

Total Possible Points for all four Domains is 219 points. Total points will be converted to a final 0-60 HEDI rating. (SEE CONVERSION CHART BELOW)

FINAL RATING:

DOMAIN 1+ DOMAIN 2+ DOMAIN 3 + DOMAIN 4= TOTAL POSSIBLE POINTS

HIGHLY EFFECTIVE	Teachers with 177 to 219 points out of 219 points
EFFECTIVE	Teachers with 131 to 176 points out of 219 points
DEVELOPING	Teachers with 69 to 130 points out of 219 points
INEFFECTIVE	Teachers with 0 to 68 points out of 219 points

CONVERSION CHART

RATING	POINTS	SCALE SCORE	RATING	POINTS	SCALE SCORE	RATING	POINTS	SCALE SCORE
H	60	200-219	D	39	79-80	I	18	37-38
H	59	177-199	D	38	77-78	I	17	35-36
E	58	154-176	D	37	75-76	I	16	33-34
E	57	131-153	D	36	73-74	I	15	31-32
D	56	125-130	D	35	71-72	I	14	29-30
D	55	119-124	D	34	69-70	I	13	27-28
D	54	113-118	I	33	67-68	I	12	25-26
D	53	107-112	I	32	65-66	I	11	23-24
D	52	105-106	I	31	63-64	I	10	21-22
D	51	103-104	I	30	61-62	I	9	19-20
D	50	101-102	I	29	59-60	I	8	17-18
D	49	99-100	I	28	57-58	I	7	15-16
D	48	97-98	I	27	55-56	I	6	13-14
D	47	95-96	I	26	53-54	I	5	11-12
D	46	93-94	I	25	51-52	I	4	9-10
D	45	91-92	I	24	49-50	I	3	7-8
D	44	89-90	I	23	47-48	I	2	5-6
D	43	87-88	I	22	45-46	I	1	3-4
D	42	85-86	I	21	43-44	I	0	0-2
D	41	83-84	I	20	41-42			
D	40	81-82	I	19	39-40			

H- Highly Effective
E- Effective
D- Developing
I- Ineffective

Domain 1: Planning and Preparation				
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
TOTAL POINTS	0	3	6	9
1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating Knowledge of Students				
1c. Setting Instructional Outcomes				
1d. Demonstrating Knowledge of Resources				
1e. Designing Coherent Instruction				
1f. Designing Student Assessments				
			Total Points:	54
Domain 2: The Classroom Environment				
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
TOTAL POINTS	0	3	6	9
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				
			Total Points:	45
Domain 3: Instruction				
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
TOTAL POINTS	0	6	12	18
3a. Communicating with students				
3b. Using questioning/prompts and discussion				
3c. Engaging students in learning				
3d. Using Assessments in Instruction				
3e. Demonstrating flexibility and responsiveness				
			Total Points:	90
Domain 4: Professional Responsibilities				
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
TOTAL POINTS	0	1	3	5
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with families				
4d. Participating in a Professional Community				
4e. Growing and Developing Professionally				
4f. Showing Professionalism				
			Total Points:	30
TOTAL POSSIBLE POINTS				219

CHART X
25 POINT SCHOOL GROWTH SCORE TO 20 POINT CONVERSION CHART
PATCHOGUE-MEDFORD SCHOOL DISTRICT

HEDI SCORE	STATE PROVIDED SCORE	HEDI RATING
20	Schools with a State-Provided 25 growth score	HIGHLY EFFECTIVE
19	Schools with a State-Provided 23-24 growth score	
18	Schools with a State-Provided 22 growth score	
17	Schools with a State-Provided 21 growth score	EFFECTIVE
16	Schools with a State-Provided 19-20 growth score	
15	Schools with a State-Provided 18 growth score	
14	Schools with a State-Provided 17 growth score	
13	Schools with a State-Provided 16 growth score	
12	Schools with a State-Provided 14-15 growth score	
11	Schools with a State-Provided 13 growth score	
10	Schools with a State-Provided 12 growth score	
9	Schools with a State-Provided 11 growth score	
8	Schools with a State-Provided 9-10 growth score	DEVELOPING
7	Schools with a State-Provided 8 growth score	
6	Schools with a State-Provided 7 growth score	
5	Schools with a State-Provided 6 growth score	
4	Schools with a State-Provided 5 growth score	
3	Schools with a State-Provided 4 growth score	
2	Schools with a State-Provided 3 growth score	INEFFECTIVE
1	Schools with a State-Provided 1-2 growth score	
0	Schools with a State-Provided 0 growth score	

CHART 5A

**PERCENTAGE OF CHANGE IN MEAN SCORE ON THE NEW YORK STATE ELA ASSESSMENT
LEP STUDENTS**

HEDI SCORE	PERCENTAGE OF INCREASE IN MEAN SCORE	RATING
20	3.09%+	HIGHLY EFFECTIVE
19	2.02%-3.08%	
18	0.94%-2.01%	
17	0.63%-0.93%	
16	0.32%-0.62%	
15	0.01-0.31%	
14	0%	
13	(-.01%) - (-.15%)	
12	(-.16%) - (-.31%)	
11	(-.32%) - (-.46%)	
10	(-.47%) - (-.62%)	EFFECTIVE
9	(-.63%) - (-.77%)	
8	(-.78%) - (-.93%)	
7	(-.94%) - (-1.08%)	
6	(-1.09%) - (-1.24%)	DEVELOPING
5	(-1.25%) - (-1.39%)	
4	(-1.40%) - (-1.55%)	
3	(-1.56%) - (-1.70%)	
2	(-1.71%) - (-1.85%)	
1	(-1.86%) - (-2.01%)	
0	more than -2.02%	INEFFECTIVE

CHART 5B

**PERCENTAGE OF CHANGE IN MEAN SCORE ON THE NEW YORK STATE ELA ASSESSMENT
NON-LEP STUDENTS**

HEDI SCORE	PERCENTAGE OF INCREASE	RATING
20	2.85%+	HIGHLY EFFECTIVE
19	1.95%-2.84%	
18	1.05%-1.94%	
17	0.45%-1.04%	
16	0.30%-0.44%	
15	0.01%-0.29%	
14	0%	
13	(-.01%) - (-.15%)	
12	(-.16%) - (-.30%)	
11	(-.31%) - (-.45%)	
10	(-.46%) - (-.60%)	EFFECTIVE
9	(-.61%) - (-.75%)	
8	(-.76%) - (-.90%)	
7	(-.91%) - (-1.05%)	
6	(-1.06%) - (-1.20%)	DEVELOPING
5	(-1.21%) - (-1.35%)	
4	(-1.36%) - (-1.50%)	
3	(-1.51%) - (-1.95%)	
2	(-1.96%) - (-2.85%)	
1	(-2.86%) - (-3.45%)	
0	more than -3.46%	INEFFECTIVE

CHART 6A
PERCENTAGE OF CHANGE IN MEAN SCORE ON THE NEW YORK STATE MATH ASSESSMENT
LEP STUDENTS

HEDI SCORE	PERCENTAGE OF INCREASE	RATING
20	3.16%+	HIGHLY EFFECTIVE
19	1.81%-3.15%	
18	0.61%-1.80%	
17	0.31%-0.60%	
16	0.16%-0.30%	
15	0.01-0.15%	EFFECTIVE
14	0%	
13	(-.01%) - (-.15%)	
12	(-.16%) - (-.30%)	
11	(-.31%) - (-.45%)	
10	(-.46%) - (-.60%)	DEVELOPING
9	(-.61%) - (-.75%)	
8	(-.76%) - (-.90%)	
7	(-.91%) - (-1.20%)	
6	(-1.21%) - (-1.65%)	
5	(-1.66%) - (-2.10%)	INEFFECTIVE
4	(-2.11%) - (-2.55%)	
3	(-2.56%) - (-3.00%)	
2	(-3.01%) - (-3.45%)	
1	(-3.46%) - (-3.90%)	
0	more than -3.90%	

CHART 6B
PERCENTAGE OF CHANGE IN MEAN SCORE ON THE NEW YORK STATE MATH ASSESSMENT
NON-LEP STUDENTS

HEDI SCORE	PERCENTAGE OF INCREASE	RATING
20	1.75%+	HIGHLY EFFECTIVE
19	1.03%-1.74%	
18	0.59%-1.02%	
17	0.30%-0.58%	
16	0.16%-0.29%	
15	0.01-0.15%	EFFECTIVE
14	0%	
13	(-.01%) - (-.15%)	
12	(-.16%) - (-.30%)	
11	(-.31%) - (-.45%)	
10	(-.46%) - (-.60%)	DEVELOPING
9	(-.61%) - (-.90%)	
8	(-.91%) - (-1.20%)	
7	(-1.21%) - (-1.45%)	
6	(-1.46%) - (-1.74%)	
5	(-1.75%) - (-2.03%)	INEFFECTIVE
4	(-2.04%) - (-2.35%)	
3	(-2.36%) - (-2.65%)	
2	(-2.66%) - (-3.05%)	
1	(-3.06%) - (-3.80%)	
0	more than -3.80%	

CHART 1
PERCENT OF GROWTH CONVERSION CHART- 20 POINTS
PATCHOGUE-MEDFORD SCHOOL DISTRICT

HEDI SCORE	PERCENTAGE OF STUDENTS	HEDI RATING	
20	97+ % of students met growth target	HIGHLY EFFECTIVE	
19	93% - 96% of students met growth target		
18	89% – 92% of students met growth target		
17	86% - 88% of students met growth target	EFFECTIVE	
16	83% - 85% of students met growth target		
15	80% - 82% of students met growth target		
14	77% - 79% of students met growth target		
13	74% - 76% of students met growth target		
12	71% - 73% of students met growth target		
11	68% - 70% of students met growth target		
10	65% - 67% of students met growth target	DEVELOPING	
9	62% - 64% of students met growth target		
8	59% - 61% of students met growth target		
7	56% - 58% of students met growth target		
6	53% - 55% of students met growth target		
5	50% - 52% of students met growth target		
4	47% - 49% of students met growth target		
3	44% - 46% of students met growth target		
2	41% - 43% of students met growth target		INEFFECTIVE
1	38% - 40% of students met growth target		
0	0 – 37% of students met growth target		

CHART 9
PROFICIENCY GROWTH CONVERSION CHART
Patchogue-Medford School District

HEDI Score	Percent of Increase in Proficiency Level (a score of 65 or higher)	Rating
20	5% or more	Highly Effective
19	5%	
18	4%	
17	3%	Effective
16	2%	
15	1%	
14	0%	
13	-1%	
12	-2%	
11	-3%	
10	-4%	
9	-5%	Developing
8	-6%	
7	-7%	
6	-8%	
5	-9%	
4	-10%	
3	-11% to -12%	Ineffective
2	-13%	
1	-14%	
0	-15% or more	

Patchogue-Medford School District
241 South Ocean Avenue, Patchogue, NY 11772

TEACHER IMPROVEMENT PLAN

Name: _____ Building: _____ Grade/Subject: _____

Identification of Areas Needing Improvement	Action Recommended	Resources	Timeline	Administrators Responsible

<p>Teacher's Comments:</p> <hr/> <p>Administrator's Comments:</p>

Teacher's Signature

Date

Administrator's Signature

Date

Teacher Improvement Plan Evaluation

Name:

Building:

Grade / Subject:

Areas Needing Improving	Action Taken	Satisfactory Progress	
		Yes	No

Teacher's Comments: _____

Administrator's Comments: _____

Teacher's Signature

Date

Administrator's Signature

Date

SCHOLASTIC CONVERSION CHARTS
Patchogue-Medford School District

	students Spring LEXILE score is 25% or less of established scholastic growth target	students Spring LEXILE score is 26-50% of established scholastic growth target	students Spring LEXILE score is 51-75% of established scholastic growth target	students Spring LEXILE score is greater than 75% of established scholastic growth target
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
BASELINE LEXILE SCORE	0	1	2	3

Process for determining Final HEDI Score

- 1) Growth targets are established by Scholastics based on the fall pre-assessment.
- 2) All students will be administered an spring SRI as a post-assessment.
- 3) Based on results from post-assessment, students will receive a Level of growth based on the percentage of Lexile growth outlined in the table above.
- 4) Total Points for each of the four Levels are calculated as follows:
 Total number of students in grades 3-5 school-wide at Level 1 x 0 points = Total Level 1 Points
 Total number of students in grades 3-5 school-wide at Level 2 x 1 point = Total Level 2 Points
 Total number of students in grades 3-5 school-wide at Level 3 x 2 points = Total Level 3 Points
 Total number of students in grades 3-5 school-wide at Level 4 x 3 points= Total Level 4 Points
**for middle school-bands will be grades 6-8 not grades 3-5*
- 5) A Final HEDI rating is determined, resulting in a 0-20 score or a 0-15 point score:
Final ratings= (Total Level Points + Total Level 2 Points + Total Level 3 Points + Total Level 4 Points)/(Total students in each level)

**average points are rounded to the nearest tenths*

CHART A
SCHOLASTIC 20 POINT CONVERSION CHART
Patchogue-Medford School District

HEDI POINTS	AVERAGE POINTS	HEDI RATING
20	2.2 or higher	HIGHLY EFFECTIVE
19	2.1	
18	2.0	
17	1.9	
16	1.8	
15	1.7	
14	1.6	
13	1.5	
12	1.4	
11	1.3	
10	1.2	EFFECTIVE
9	1.0 to 1.1	
8	0.9	
7	0.8	DEVELOPING
6	0.7	
5	0.6	
4	0.5	
3	0.4	
2	0.3	
1	0.2	
0	0.1	INEFFECTIVE

CHART B
SCHOLASTIC 15 POINT CONVERSION CHART
Patchogue-Medford School District

HEDI POINTS	AVERAGE POINTS	HEDI RATING
15	2.1 or higher	HIGHLY EFFECTIVE
14	2.0	
13	1.9	
12	1.8	
11	1.5 - 1.7	
10	1.3-1.4	
9	1.2	EFFECTIVE
8	1.0-1.1	
7	0.8-0.9	
6	0.7	DEVELOPING
5	0.6	
4	0.5	
3	0.4	
2	0.3	
1	0.2	INEFFECTIVE
0	0.1	

Middle School Mathematics CONVERSION CHART Patchogue-Medford School District

What Student Progress Meets Expectations (targeted score)				
PERFORMANCE LEVEL	END AT LEVEL 1	END AT LEVEL 2	END AT LEVEL 3	END AT LEVEL 4
START AT LEVEL 1	NO	YES	YES	YES
START AT LEVEL 2	NO	NO	YES	YES
START AT LEVEL 3	NO	NO	YES	YES
START AT LEVEL 4	NO	NO	NO	YES

CHART C Middle School Mathematics 20-POINT CONVERSION CHART

HIGHLY EFFECTIVE	EFFECTIVE										DEVELOPING					INEFFECTIVE				
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
97-100%	89-96%	86-88%	83-85%	80-82%	77-79%	74-76%	71-73%	68-70%	65-67%	62-64%	59-61%	56-58%	53-55%	50-52%	47-49%	44-46%	41-43%	38-40%	35-37%	0-37%

CHART D Middle School Mathematics 15-POINT CONVERSION CHART

HIGHLY EFFECTIVE	EFFECTIVE										DEVELOPING					INEFFECTIVE				
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
91-100%	89-90%	80-88%	77-79%	74-76%	70-73%	62-69%	59-61%	56-58%	53-55%	50-52%	47-49%	44-46%	41-43%	38-40%	35-37%	32-34%	29-31%	26-28%	23-25%	20-22%

ALL OTHER COURSES-SECTION 3.12

COURSE/SUBJECT	LOCALLY SELECTED MEASURE	ASSESSMENT	PROCESS FOR ASSIGNING HEDI
Elementary Art	School-wide measure computed locally	Patchogue-Medford District Developed Grade 5 Art Assessment	Refer to Student Achievement Chart 2
Elementary Band	School-wide measure computed locally	Patchogue-Medford District Developed Grade 5 Band Assessment	Refer to Student Achievement Chart 2
Elementary Music	School-wide measure computed locally	Patchogue-Medford District Developed General Music Assessment	Refer to Student Achievement Chart 2
Elementary Orchestra	School-wide measure computed locally	Patchogue-Medford District Developed Grade 5 Orchestra Assessment	Refer to Student Achievement Chart 2
Elementary PE	School-wide measure computed locally	Patchogue-Medford District Developed Grade 5 PE Assessment	Refer to Student Achievement Chart 2
MS Art	School-wide measure computed locally	Patchogue-Medford District Developed Grade 8 Art Assessment	Refer to Student Achievement Chart 2
MS Home and Careers	School-wide measure computed locally	Patchogue-Medford District Developed Grade 6 H&C Assessment	Refer to Student Achievement Chart 2
MS Music	School-wide measure computed locally	Patchogue-Medford District Developed Grade 7&8 Band Assessment	Refer to MS Music Conversion Chart K
MS Music	School-wide measure computed locally	Patchogue-Medford District Developed Grade 7&8 Orchestra Assessment	Refer to MS Music Conversion Chart K
MS Music	School-wide measure computed locally	Patchogue-Medford District Developed Grade 7&8 Chorus Assessment	Refer to MS Music Conversion Chart K
MS PE	School-wide measure computed locally	Patchogue-Medford District Developed Grade 6, 7 & 8 PE Assessment	Refer to Student Achievement Chart 2

**CHART E
LOCAL MEASURES- STUDENT ATTENDANCE ADJUSTMENT
PATCHOGUE-MEDFORD SCHOOL DISTRICT**

Student attendance adjustment will be used for courses using an achievement model-scoring target.

Students with chronic school attendance pattern will receive a tiered target proportional to their attendance. The target will be calculated as follows: Expected minimum district achievement target score of 65 multiplied by the days student was in attendance for that specific class divide by 180.

Adjustments to the district achievement target score of 65 or higher will not occur until the student's attendance is deemed "*chronic*". For the purposes of any student attendance adjustment, "*chronic*" school attendance will be defined as a student who misses more than 10% of the total instructional days within a given period that measures student achievement for the locally selected measure. Total instructional days are defined as 36 weeks (180 school days). Using this definition, adjustments to an assessment score would not occur until a student was not in attendance for 18 days or more. In no case, will an adjustment be made to the HEDI overall composite score by more than two points nor will a teacher's component score exceed 20 points. The school district assures that all enrolled students will be included and will not be excluded when determining teachers rating score. The rationale for using an adjustment is the significant difference in attendance in each of our buildings. To mitigate any attendance issues, the Patchogue-Medford School District has in place the following: a district attendance officer that monitors student attendance, attendance letters are mailed home when students are out more than 5, 10 and 15 days, home visits are made by building administration and support staff, parent meetings are routinely scheduled with building administration and support staff with students who have chronic attendance issues. In addition, the school district will contact outside agencies when it suspects educational neglect by families.

FOR EXAMPLE:

Student	Days in attendance/period	Minimum District Score	Adjusted score
1	162	65	59
2	161	65	58
3	160	65	58
4	159	65	57
5	158	65	57
6	157	65	57
7	156	65	56
8	155	65	56
9	154	65	56
10	153	65	55
11	152	65	55
12	151	65	55
13	150	65	54
14	149	65	54

***Adjusted score would be the minimum score that the student must achieve for student to be calculated in the percentage of students meeting targeted score when determining the final HEDI scoring.**

CHART 1
PERCENT OF GROWTH CONVERSION CHART- 20 POINTS
PATCHOGUE-MEDFORD SCHOOL DISTRICT

HEDI SCORE	PERCENTAGE OF STUDENTS	HEDI RATING	
20	97+ % of students met growth target	HIGHLY EFFECTIVE	
19	93% - 96% of students met growth target		
18	89% – 92% of students met growth target		
17	86% - 88% of students met growth target	EFFECTIVE	
16	83% - 85% of students met growth target		
15	80% - 82% of students met growth target		
14	77% - 79% of students met growth target		
13	74% - 76% of students met growth target		
12	71% - 73% of students met growth target		
11	68% - 70% of students met growth target		
10	65% - 67% of students met growth target	DEVELOPING	
9	62% - 64% of students met growth target		
8	59% - 61% of students met growth target		
7	56% - 58% of students met growth target		
6	53% - 55% of students met growth target		
5	50% - 52% of students met growth target		
4	47% - 49% of students met growth target		
3	44% - 46% of students met growth target		
2	41% - 43% of students met growth target		INEFFECTIVE
1	38% - 40% of students met growth target		
0	0 – 37% of students met growth target		

CHART 2

STUDENT ACHIEVEMENT CONVERSION CHART Patchogue-Medford School District

Student achievement will be calculated by the overall percentage of students who score a 65 or higher on the end of year assessment which will result in a 0-20 HEDI score.

HIGHLY EFFECTIVE		EFFECTIVE										DEVELOPING					INEFFECTIVE		
		17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	89-92 %	86-88%	83-85%	80-82%	77-79%	74-76%	71-73%	68-70%	65-67%	62-64%	59-61%	56-58%	53-55%	50-52%	47-49%	44-46%	41-43%	38-40%	0-37%

SCHOLASTIC CONVERSION CHARTS
Patchogue-Medford School District

	students Spring LEXILE score is 25% or less of established scholastic growth target	students Spring LEXILE score is 26-50% of established scholastic growth target	students Spring LEXILE score is 51-75% of established scholastic growth target	students Spring LEXILE score is greater than 75% of established scholastic growth target
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
BASELINE LEXILE SCORE	0	1	2	3

Process for determining Final HEDI Score

- 1) Growth targets are established by Scholastics based on the fall pre-assessment.
 - 2) All students will be administered an spring SRI as a post-assessment.
 - 3) Based on results from post-assessment, students will receive a Level of growth based on the percentage of Lexile growth outlined in the table above.
 - 4) Total Points for each of the four Levels are calculated as follows:
 - Total number of students in grades 3-5 school-wide at Level 1 x 0 points = Total Level 1 Points
 - Total number of students in grades 3-5 school-wide at Level 2 x 1 point = Total Level 2 Points
 - Total number of students in grades 3-5 school-wide at Level 3 x 2 points = Total Level 3 Points
 - Total number of students in grades 3-5 school-wide at Level 4 x 3 points= Total Level 4 Points
- *for middle school-bands will be grades 6-8 not grades 3-5*
- 5) A Final HEDI rating is determined, resulting in a 0-20 score or a 0-15 point score:
Final ratings= (Total Level Points + Total Level 2 Points + Total Level 3 Points + Total Level 4 Points)/(Total students in each level)

**average points are rounded to the nearest tenths*

CHART A
SCHOLASTIC 20 POINT CONVERSION CHART
Patchogue-Medford School District

HEDI POINTS	AVERAGE POINTS	HEDI RATING
20	2.2 or higher	HIGHLY EFFECTIVE
19	2.1	
18	2.0	
17	1.9	
16	1.8	
15	1.7	
14	1.6	
13	1.5	
12	1.4	
11	1.3	
10	1.2	EFFECTIVE
9	1.0 to 1.1	
8	0.9	
7	0.8	DEVELOPING
6	0.7	
5	0.6	
4	0.5	
3	0.4	
2	0.3	
1	0.2	INEFFECTIVE
0	0.1	

CHART B
SCHOLASTIC 15 POINT CONVERSION CHART
Patchogue-Medford School District

HEDI POINTS	AVERAGE POINTS	HEDI RATING
15	2.1 or higher	HIGHLY EFFECTIVE
14	2.0	
13	1.9	EFFECTIVE
12	1.8	
11	1.5 - 1.7	
10	1.3-1.4	
9	1.2	
8	1.0-1.1	
7	0.8-0.9	DEVELOPING
6	0.7	
5	0.6	
4	0.5	
3	0.4	
2	0.3	
1	0.2	INEFFECTIVE
0	0.1	

CHART F

AIMSWEB CONVERSION CHART

Patchogue-Medford School District

Final Percentage of students meeting target= (total number "yes" students) / (total number of K, 1 and 2 students school-wide with a fall and spring AIMSWEB score)

**all teachers within the school using the AIMSWEB will receive the same HEDI Rating based on school-wide scores.*

HEDI POINTS	% of students meeting target	HEDI RATING
20	100	HIGHLY EFFECTIVE
19	90-99%	
18	80-89%	
17	77-79%	EFFECTIVE
16	75-76%	
15	73-74%	
14	71-72%	
13	65-70%	
12	60-64%	
11	55-59%	
10	50-54%	
9	45-49%	EFFECTIVE
8	40-44%	DEVELOPING
7	35-39%	
6	30-34%	
5	25-29%	
4	20-24%	
3	15-19%	
2	8-14%	INEFFECTIVE
1	4-7%	
0	0-3%	

CHART H
High School Social Studies CONVERSION CHART
Patchogue-Medford School District

HEDI Scoring for Component#1 (GLOBAL REGENTS)

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	98%	96%	93%	90%	89%	88%	86%	84%	82%	80%	78%	76%	74%	72%	70%	68%	66%	60%	40%	0%
	99%	97%	95%	92%		87%	85%	83%	81%	79%	77%	75%	73%	71%	69%	67%	65%	59%	39%	

HEDI Scoring for Component #2 (US HISTORY REGENTS)

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%	89%	84%	82%	80%	78%	76%	74%	60%	40%	0%
%												88%	83%	81%	79%	77%	75%	73%	59%	39%

Final HEDI SOCIAL STUDIES CONVERSION CHART

HEDIScore	HEDIRate	EFFECTIVE										DEVELOPING							INEFFECTIVE										
		10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
97-100%	96%	93%	96%	79%	77%	82%	85%	88%	86%	81%	76%	71%	66%	61%	56%	51%	46%	41%	36%	31%	26%	21%	16%	11%	6%	1%	0%		
93-96%	92%	89%	92%	76%	74%	79%	82%	85%	88%	86%	81%	76%	71%	66%	61%	56%	51%	46%	41%	36%	31%	26%	21%	16%	11%	6%	1%	0%	
89-92%	88%	86%	88%	74%	72%	77%	80%	83%	86%	89%	87%	82%	77%	72%	67%	62%	57%	52%	47%	42%	37%	32%	27%	22%	17%	12%	7%	2%	0%

CHART K
MUSIC TEACHERS CONVERSION CHART
Patchogue-Medford School District

For High School Music Teachers, student achievement will be measured using the combined mean score on the Locally Developed Piano I, Piano II, HS Band, HS Orchestra and HS Chorus Assessments. Based on this, a 0-20 HEDI rating will be given to all HS Music Teachers.

For Middle School Music Teachers, student achievement will be measured using the combined mean score on the Locally Developed Grade 7th and 8th Band, Orchestra and Chorus Assessments. Based on this, a 0-20 HEDI rating will be given to all MS Music Teachers.

HEDI SCORE	MEAN SCORE RANGES	HEDI RATING
20	Final school-wide mean score is 97+	HIGHLY EFFECTIVE
19	Final school-wide mean score is 93 - 96	
18	Final school-wide mean score is 89 - 92	EFFECTIVE
17	Final school-wide mean score is 86 - 88	
16	Final school-wide mean score is 83 - 85	
15	Final school-wide mean score is 80 - 82	
14	Final school-wide mean score is 77 - 79	
13	Final school-wide mean score is 74 - 76	
12	Final school-wide mean score is 71 - 73	
11	Final school-wide mean score is 68 - 70	DEVELOPING
10	Final school-wide mean score is 65 - 67	
9	Final school-wide mean score is 62 - 64	
8	Final school-wide mean score is 59 - 61	
7	Final school-wide mean score is 56 - 58	
6	Final school-wide mean score is 53 - 55	
5	Final school-wide mean score is 50 - 52	
4	Final school-wide mean score is 47 - 49	
3	Final school-wide mean score is 44 - 46	
2	Final school-wide mean score is 41 - 43	
1	Final school-wide mean score is 38 - 40	
0	Final school-wide mean score is 0 - 37	

CHART M

High School English CONVERSION CHART

Patchogue-Medford School District

Student achievement will be measured based on the overall percentage of students achieving a score of 75 on the English Regents.
 The overall percentage will result in a 0-20 HEDI score for all teachers.

		EFFECTIVE										DEVELOPING					INEFFECTIVE			
		17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
90-100%	81-89%	73-80%	71-72%	69-70%	68%	67%	65-66%	63-64%	61-62%	59-60%	56-58%	53-55%	50-52%	47-49%	44-46%	41-43%	35-40%	25-34%	23-24%	0-22%

**CHART N-1
Middle School Science CONVERSION CHART
Patchogue-Medford School District**

HIGHLY EFFECTIVE	EFFECTIVE										DEVELOPING					INEFFECTIVE			
	16	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	86-90%	83-84%	81-82%	80%	79%	76-78%	73-75%	70-72%	67-69%	62-66%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	31-34%	0-30%

**CHART N-2
High School Science CONVERSION CHART
Patchogue-Medford School District**

HIGHLY EFFECTIVE	EFFECTIVE										DEVELOPING					INEFFECTIVE			
	16	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	93-95%	91%	90%	89%	86-88%	83-85%	81-82%	80%	79%	77-78%	76%	73-75%	70-72%	67-69%	64-66%	42-63%	20-41%	0-19%

RUBRIC SELECTION-60 POINTS

The parties have agreed to use the Multi-dimensional principal rubric (Appendix H) as well as the end year evaluation form created upon that rubric. Further, the parties have agreed the Goals section of the Multi-Dimensional rubric will not be included within the building principal's APPR evaluations and will not be assigned points or utilized in the evaluation process.

POINTS ASSIGNED TO MULTI-DIMENSIONAL RUBRIC

The MDPPR consist of six (6) ISSLIC domains that contain 18 sub-domains consisting of 31 performance indicators. The parties have agreed that the third sub-domain within Domain 5 ("sustainability") will not be part of the evaluation process and will not be assigned points. Therefore, the points assigned will be based upon the rating received in the remaining thirty (30) performance indicators. The building principal will receive a rating (H,E,D,I) for each of these thirty (30) performance indicators with the ratings receiving the following points.

Highly Effective Rating = 4 points

Effective Rating = 3 points,

Developing Rating = 2 points,

Ineffective Rating = 0 points

The parties have agreed that any developing or ineffective rating given in any sub-domain must adhere to the following:

- To assign a rating of "developing" in a sub-domain the evaluator (for observation) or Superintendent must support the rating with at least one (1) piece of factual evidence (situations, events, etc)/artifact as well as provide a detailed written explanation that includes a factually based justification in support of the developing rating for that sub-domain.
- To assign a rating of "ineffective" in a sub-domain the evaluator (for observation) or Superintendent must support the rating with at least two (2) pieces of factual evidence (situations, events, etc.)/artifacts as well as provide a detailed written explanation that includes a factually based justification in support of the "ineffective" rating. The explanation must also provide a detailed rationale as to how the cited factual evidence provided in support establishes an "ineffective" rating for that sub domain.

COMPOSITE POINT TOTAL

The building principal’s end of year evaluation shall consist of a total of **up to 120 raw points** (120 points assigned to the rubric (end year evaluation form (e.g. 30 performance indicators x 4 Highly Effective = 120)). The binder portfolio of support documents will be analyzed and used to assess areas of the rubric that may not have been present in observations. The principal will be assigned a final composite point total based upon his/her raw score following the conversion scale:

PRINCIPAL EVALUATION CONVERSION CHART						
RAW SCORE	SCALE SCORE	RATING		RAW SCORE	SCALE SCORE	RATING
109-120	60	H		29	29	I
96-108	59	H		28	28	I
84-95	58	E		27	27	I
72-83	57	E		26	26	I
68-71	56	D		25	25	I
65-67	55	D		24	24	I
62-64	54	D		23	23	I
59-61	53	D		22	22	I
56-58	52	I		21	21	I
53-55	51	I		20	20	I
50-52	50	I		19	19	I
49	49	I		18	18	I
48	48	I		17	17	I
47	47	I		16	16	I
46	46	I		15	15	I
45	45	I		14	14	I
44	44	I		13	13	I
43	43	I		12	12	I
42	42	I		11	11	I
41	41	I		10	10	I

40	40	I		9	9	I
39	39	I		8	8	I
38	38	I		7	7	I
37	37	I		6	6	I
36	36	I		5	5	I
35	35	I		4	4	I
34	34	I		3	3	I
33	33	I		2	2	I
32	32	I		1	1	I
31	31	I		0	0	I
30	30	I				

USE OF SCHOOL DOCUMENTS-PORTFOLIO

The parties agree that several sub-domains within the Multi-Dimensional rubric, which cannot be evaluated or measured based upon isolated observations. Therefore, no later than June 30th the principal will submit to the Superintendent or designee supporting artifacts and evidence for agreed upon domains and/or sub-domains. The documents submitted for each domain and/or sub-domain may be from the attached list of suggested school documents.

Principals will provide school documentation to assist in the evaluation process. Upon timely submission of the documents the Superintendent or Assistant Superintendents shall review all documents and consider the principal's complete portfolio when generating the raw score upon receipt of all submitted school documents. A reduction of points will be considered in each specific domain if the documents contain substantial error, defect or do not accomplish the intended purpose.

PRINCIPAL IMPROVEMENT PLANS

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

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

If necessary, a PIP shall be designed by the principal, superintendent and/or assistant superintendent in collaboration with the president of the *Patchogue-Medford Administrators' Association (PMAA)* or his/her designee. (The PMAA president will be notified when the district notifies the principal of an ineffective or developing rating.)

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

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

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

Any tenured principal placed on a PIP will follow the same formal observations format as non-tenured principals. The PIP will specify the

format of the formal observations to take place throughout the upcoming school year.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent and/or Assistant Superintendent in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

Any PIP plan must consist of the following components:

- **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and/or Assistant Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent and/or Assistant Superintendent; supervisory conferences between the principal and Superintendent and/or Assistant Superintendent; written reports and/or evaluations, etc.
- **RESOURCES/ACTIVITIES**: Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

Patchogue-Medford Schools

241 South Ocean Avenue, Patchogue, NY 11772

Principal Improvement Plan

Name:

Building:

Date:

Identification of Areas Needing Improvement	Action Recommended	Resources	Timeline	Supervisor Responsible

Principal's Comments:

Supervisor's Comments:

Principal's Signature

Date

Supervising Administrator's Signature

Date

Patchogue-Medford Schools

241 South Ocean Avenue, Patchogue, NY 11772

Principal Improvement Plan Progress Evaluation

Name:

Building:

Date:

Areas Needing Improving	Action Taken	Satisfactory Progress	
		Yes	No

Principal's Comments:

Supervisor's Comments:

Principal's Signature

Date

Supervising Administrator's Signature

Date

**Elementary School & Middle School
Value Added Model Local 15 Points**

Patchogue-Medford School District
Lexile Level Scholastic Reading Inventory
School Wide Averages

Average Point Gain	Overall Value	HEDI RATING
2.1+	15	H
2.0	14	H
1.9	13	E
1.8	12	E
1.5-1.7	11	E
1.3-1.4	10	E
1.2	9	E
1.0-1.1	8	E
.8-.9	7	D
.7	6	D
.6	5	D
.5	4	D
.4	3	D
.3	2	I
.2	1	I
.1	0	I

CHART B
SCHOLASTIC 20-POINT CONVERSION CHART
Patchogue-Medford School District

	students Spring LEXILE score is 25% or less of established scholastic growth target	students Spring LEXILE score is 26-50% of established scholastic growth target	students Spring LEXILE score is 51-75% of established scholastic growth target	students Spring LEXILE score is greater than 75% of established scholastic growth target
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
BASELINE LEXILE SCORE	0	1	2	3

Process for determining Final HEDI Score

- 1) Growth targets are established by scholastics based on the fall pre-assessment.
 - 2) Post-assessment is given in the spring.
 - 3) We establish which Level each student is in based on percent of growth outlined in chart above.
 - 4) Points for each level are calculated as outlined below:
 - Total number of students in grades 3-5 school-wide at Level 1 x 0 = Level 1 Points
 - Total number of students in grades 3-5 school-wide at Level 2 x 1 = Level 2 Points
 - Total number of students in grades 3-5 school-wide at Level 3 x 2 = Level 3 Points
 - Total number of students in grades 3-5 school-wide at Level 4 x 3 = Level 4 Points
- *for for middle school-bands will be grades 6-8 not grades 3-5*
- 5) A Final HEDI rating is determined, resulting in a 0-20 score or a 0-15 point score:
Final ratings= (Level 1 Points + Level 2 Points + Level 3 Points + Level 4 Points)/(Total students in each level)

CHART B
SCHOLASTIC 15 POINT CONVERSION CHART
Patchogue-Medford School District

HEDI POINTS	AVERAGE POINTS	HEDI RATING
15	2.1 or higher	HIGHLY EFFECTIVE
14	2.0	
13	1.9	
12	1.8	
11	1.5 - 1.7	
10	1.3-1.4	
9	1.2	EFFECTIVE
8	1.0-1.1	
7	0.8-0.9	
6	0.7	
5	0.6	DEVELOPING
4	0.5	
3	0.4	
2	0.3	
1	0.2	
0	0.1	INEFFECTIVE

HIGH SCHOOL LOCAL POINTS-VALUE ADDED MODEL

Total cohort 5-year graduation rate with Regents w/Advanced Designation, Regents, Local Diploma or IEP Diploma

Target of 84% of students will graduate in 5 years	POINT VALUE	HEDI RATING
95-100	15	H
91-94	14	H
90	13	E
89	12	E
88	11	E
87	10	E
86	9	E
85	8	E
84	7	D
83	6	D
82	5	D
81	4	D
80	3	D
70-79	2	I
60-69	1	I
50-59	0	I
40-49	0	I
30-39	0	I
20-29	0	I
10-19	0	I
0-9	0	I

**Elementary School & Middle School
Local 20 Points**

Patchogue-Medford School District
Lexile Level Scholastic Reading Inventory
School Wide Averages

Average Point Gain	Overall Value	HEDI RATING
2.2+	20	H
2.1	19	H
2.0	18	H
1.9	17	E
1.8	16	E
1.7	15	E
1.6	14	E
1.5	13	E
1.4	12	E
1.3	11	E
1.2	10	E
1.0-1.1	9	E
.9	8	D
.8	7	D
.7	6	D
.6	5	D
.5	4	D
.4	3	I
.3	2	I
.2	1	I
.1	0	I

CHART A
SCHOLASTIC 20-POINT CONVERSION CHART
Patchogue-Medford School District

	students Spring LEXILE score is 25% or less of established scholastic growth target	students Spring LEXILE score is 26-50% of established scholastic growth target	students Spring LEXILE score is 51-75% of established scholastic growth target	students Spring LEXILE score is greater than 75% of established scholastic growth target
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
BASELINE LEXILE SCORE	0	1	2	3

Process for determining Final HEDI Score

- 1) Growth targets are established by scholastics based on the fall pre-assessment.
- 2) Post-assessment is given in the spring.
- 3) We establish which Level each student is in based on percent of growth outlined in chart above.
- 4) Points for each level are calculated as outlined below:
 Total number of students in grades 3-5 school-wide at Level 1 x 0 = Level 1 Points
 Total number of students in grades 3-5 school-wide at Level 2 x 1 = Level 2 Points
 Total number of students in grades 3-5 school-wide at Level 3 x 2 = Level 3 Points
 Total number of students in grades 3-5 school-wide at Level 4 x 3 = Level 4 Points
**for middle school-bands will be grades 6-8 not grades 3-5*
- 5) A Final HEDI rating is determined, resulting in a 0-20 score or a 0-15 point score:
Final ratings= (Level 1 Points + Level 2 Points + Level 3 Points + Level 4 Points)/(Total students in each level)

HEDI SCALE

RATING POINTS	HIGHLY EFFECTIVE 18-20 POINTS	EFFECTIVE 9-17 POINTS	DEVELOPING 3-8 POINTS	INEFFECTIVE 0-2 POINTS
AVERAGE POINTS	2.0 +	1.0 to 1.9	0.4 to 0.9	≤ 0.3

**average points are rounded to the nearest tenths*

HEDI POINTS	AVERAGE POINTS	HEDI RATING
20	2.2 or higher	HIGHLY EFFECTIVE
19	2.1	
18	2.0	
17	1.9	
16	1.8	
15	1.7	
14	1.6	
13	1.5	
12	1.4	EFFECTIVE
11	1.3	
10	1.2	
9	1.0 to 1.1	
8	0.9	
7	0.8	
6	0.7	
5	0.6	
4	0.5	DEVELOPING
3	0.4	
2	0.3	
1	0.2	
0	0.1	INEFFECTIVE

High School Local 20 Points

Total cohort 5-year graduation rate with Regents w/Advanced Designation,
Regents, Local Diploma or IEP Diploma

Target of 84% of students will graduate in 5 years	POINT VALUE	HEDI RATING
95-100	20	H
91-94	19	H
89-90	18	E
88	17	E
87	16	E
86	15	E
85	14	E
84	13	E
83	12	E
82	11	E
81	10	E
80	9	E
75-79	8	D
70-74	7	D
65-69	6	D
60-64	5	D
55-59	4	D
50-54	3	D
32-49	2	I
17-31	1	I
0-16	0	I

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.

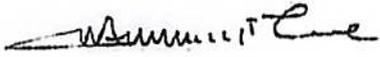
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

 1/16/13

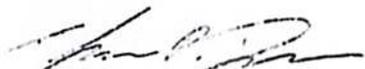
Teachers Union President Signature: Date:

 1/16/13

Administrative Union President Signature: Date:

 1/16/13

Board of Education President Signature: Date:

 1/16/13