



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

Commissioner of Education
President of the University of the State of New York
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August 5, 2013

REVISED

Edward A. Salina, Superintendent
Plainedge UFSD
241 Wyngate Drive, Box 1669
North Massapequa, NY 11758

Dear Superintendent Salina:

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: Dr. Thomas L. Rogers

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 Thursday, May 24, 2012

Updated Friday, May 03, 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 : 280518030000

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

280518030000

1.2) School District Name: PLAINEDGE UFSD

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

PLAINEDGE UFSD

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.

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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 Thursday, May 24, 2012

Updated Tuesday, July 02, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects 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	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Students were given a pretest at the beginning of the year to establish a baseline. Using that baseline individual growth targets were set by the teacher in collaboration with the principal. HEDI scores will be established using letter sound fluency (K) and reading measures (ORF for 1-2) from

AIMSWEB. Points will be allocated based on the attached, negotiated HEDI scale.

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

See Chart in task 2.11

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

See Chart in task 2.11

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

See Chart in task 2.11

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

See Chart 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	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Students were given a pretest at the beginning of the year to establish a baseline. Using that baseline individual growth targets were set by the teacher in collaboration with the principal. HEDI scores will be established using math assessments provided by AIMSWEB. Points will be allocated based on the attached, negotiated HEDI scale.

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

See Chart in task 2.11

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

See Chart in task 2.11

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

See Chart in task 2.11

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

See Chart in task 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Plainedge Developed Gr 6 Science Final Exam
7	District, regional or BOCES-developed assessment	Plainedge Developed Gr 7 Science Final Exam

	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.	Historical data from the previous year as well as the baseline results will inform expected growth for each individual student. Students were given a pretest at the beginning of the year to establish a baseline. Using that baseline individual growth targets were set by the teacher in collaboration with the principal. Then, HEDI results will be based on percentage of individual students meeting their growth targets. Points will be allocated based on the attached, negotiated HEDI scale.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Chart in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see chart in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see chart in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	see chart in 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Plainedge Developed gr6 Social Studies Final Exam
7	District, regional or BOCES-developed assessment	Plainedge Developed gr7 Social Studies Final Exam
8	District, regional or BOCES-developed assessment	Plainedge Developed gr8 Social Studies Final Exam

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.	Historical data from the previous year as well as the baseline results will inform expected growth for each individual student. Students were given a pretest at the beginning of the year to establish a baseline. Using that baseline individual growth targets were set by the teacher in collaboration with the principal. Then, HEDI results will be based on percentage of
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	individual students meeting their growth targets. Points will be allocated based on the attached, negotiated HEDI scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart in 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	District, regional, or BOCES-developed assessment	Plainedge Developed Grade 9 Global History Final 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.	Historical data from the previous year as well as the baseline results will inform expected growth for each individual student. Students were given a pretest at the beginning of the year to establish a baseline. Using that baseline individual growth targets were set by the teacher in collaboration with the principal. Then, HEDI results will be based on percentage of individual students meeting their growth targets. Points will be allocated based on the attached, negotiated HEDI scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart in 2.11

2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Historical data from the previous year as well as the baseline results will inform expected growth for each individual student. Students were given a pretest at the beginning of the year to establish a baseline. Using that baseline individual growth targets were set by the teacher in collaboration with the principal. Then, HEDI results will be based on percentage of individual students meeting their growth targets. Points will be allocated based on the attached, negotiated HEDI scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart in 2.11

2.8) High School Math Regents Courses

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

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

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

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Historical data from the previous year as well as the baseline results will inform expected growth for each individual student. Students were given a pretest at the beginning of the year to establish a baseline. Using that baseline individual growth targets were set by the teacher in collaboration with the principal. Then, HEDI results will be based on percentage of individual students meeting their growth targets. Points will be allocated based on the attached, negotiated HEDI scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart in 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Plainedge Developed Grade 9 ELA Final Exam
Grade 10 ELA	District, regional or BOCES-developed assessment	Plainedge Developed Grade 10 ELA Final Exam
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Exam

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Historical data from the previous year as well as the baseline results will inform expected growth for each individual student. Students were given a pretest at the beginning of the year to establish a baseline. Using that baseline individual growth targets were set by the teacher in collaboration with the principal. Then, HEDI results will be based on percentage of individual students meeting their growth targets. Points will be allocated based on the attached, negotiated HEDI scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see chart in 2.11

Developing (3 - 8 points) Results are below District goals for similar students. see chart in 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. see chart in 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Grade 12 Social Studies	District, Regional or BOCES-developed	Planned Developed Grade 12 Social Studies Final Exam
Grade 12 ELA	District, Regional or BOCES-developed	Planned Grade 12 ELA Portfolio/Final
Grade 9 -12 Art Courses	District, Regional or BOCES-developed	Planned Developed Art Assessment
Grade 9-12 Music Courses	District, Regional or BOCES-developed	Planned Developed Music Assessment
Grade K-5 Physical Education	District, Regional or BOCES-developed	Planned Developed PE Assessment-Elementary
Grade 6-8 Physical Education	District, Regional or BOCES-developed	Planned Developed PE Assessment-Middle
Grade 9-12 Physical Education	District, Regional or BOCES-developed	Planned Developed PE Assessment-High School
Grade 6-7 Art	District, Regional or BOCES-developed	Planned Developed Art Assessment-Middle
Studio in Art	District, Regional or BOCES-developed	Planned Developed Art Assessment
Grade K-5 Art	District, Regional or BOCES-developed	Planned Developed Art Assessment-Elementary
Sports Marketing	District, Regional or BOCES-developed	Planned Developed Sport Marketing Assessment
Middle School Technology	District, Regional or BOCES-developed	Planned Developed Middle Level Technology Assessment
Advanced Website Design	District, Regional or BOCES-developed	Planned Developed Website Assessment
Grade 7 Italian	District, Regional or BOCES-developed	Planned Developed Grade 7 Italian Final exam
Italian I	District, Regional or BOCES-developed	Planned Developed Italian I Final exam
Grade 7 Spanish	District, Regional or BOCES-developed	Planned Developed Grade 7 Spanish Final exam
Spanish I	District, Regional or BOCES-developed	Planned Developed Spanish I Final exam
Spanish II	District, Regional or BOCES-developed	Planned Developed Spanish II Final exam

Italian II	District, Regional or BOCES-developed	Plainedge Developed Italian II Final exam
Spanish III	District, Regional or BOCES-developed	Plainedge Developed Spanish III Final exam

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.	Historical data from the previous year as well as the baseline results will inform expected growth for each individual student. Students were given a pretest at the beginning of the year to establish a baseline. Using that baseline individual growth targets were set by the teacher in collaboration with the principal. Then, HEDI results will be based on percentage of individual students meeting their growth targets. Points will be allocated based on the attached, negotiated HEDI scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see chart in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	see chart in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	see chart in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see chart in 2.11

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

[assets/survey-uploads/5364/132967-avH4IQNZMh/Form_2_10_All Other Courses-SL-7-2-13.doc](assets/survey-uploads/5364/132967-avH4IQNZMh/Form_2_10_All%20Other%20Courses-SL-7-2-13.doc)

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/5364/132967-TXEttx9bQW/Plainedge State Measure HEDI Chart.docx](assets/survey-uploads/5364/132967-TXEttx9bQW/Plainedge%20State%20Measure%20HEDI%20Chart.docx)

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.

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)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

.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	Grades 3-5 NYS ELA and NYS Mathematics Assessments
5	6(ii) School wide measure computed locally	Grades 3-5 NYS ELA and NYS Mathematics Assessments
6	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments
7	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments
8	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (level 4) for the school building and the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in the chart above). HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The three year average in mastery on the NYS ELA and Mathematics assessment for the building has increased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments(Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in the chart above).</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The three year average in mastery on the NYS ELA and Mathematics assessment for the building when compared to the State average in mastery for the NYS ELA and Mathematics assessments has been slightly increased, maintained, or slightly decreased(Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in the chart above).</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased when compared to the State average in mastery for the NYS ELA and Mathematics assessments(Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in the chart above).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments(Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in the chart above).</p>

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	Grades 3-5 NYS ELA and NYS Mathematics Assessments
5	6(ii) School wide measure computed locally	Grades 3-5 NYS ELA and NYS Mathematics Assessments
6	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments
7	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments
8	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments

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.	Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (level 4) for the school building and the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments(Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in the chart above). HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has increased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments(Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in the chart above).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building when compared to the State average in mastery for the NYS ELA and Mathematics assessments has been slightly increased, maintained, or slightly decreased(Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in the chart above).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased when compared to the State average in mastery for the NYS ELA and Mathematics assessments(Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in

the chart above).

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

The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments (Elementary buildings will use NYS ELA and Mathematics in grades 3-5; Middle School building will use NYS ELA and Mathematics in grades 6-8, as noted in the chart above).

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/5139/132943-rhJdBgDruP/Plainedge Local Assessment HEDI 12-13-v3.docx

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	Grades 3-5 NYS ELA and NYS Mathematics Assessments
1	6(ii) School-wide measure computed locally	Grades 3-5 NYS ELA and NYS Mathematics Assessments
2	6(ii) School-wide measure computed locally	Grades 3-5 NYS ELA and NYS Mathematics Assessments
3	6(ii) School-wide measure computed locally	Grades 3-5 NYS ELA and NYS Mathematics Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (level 4) for the school building and the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments in grades 3-5. HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has increased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 3-5.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building when compared to the State average in mastery for the NYS ELA and Mathematics assessments has been slightly increased, maintained, or slightly decreased in grades 3-5.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 3-5.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 3-5.

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	Grades 3-5 NYS ELA and NYS Mathematics Assessments
1	6(ii) School-wide measure computed locally	Grades 3-5 NYS ELA and NYS Mathematics Assessments
2	6(ii) School-wide measure computed locally	Grades 3-5 NYS ELA and NYS Mathematics Assessments
3	6(ii) School-wide measure computed locally	Grades 3-5 NYS ELA and NYS Mathematics Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (level 4) for the school building and the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments in grades 3-5. HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has increased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 3-5.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building when compared to the State average in mastery for the NYS ELA and Mathematics assessments has been slightly increased, maintained, or slightly decreased in grades 3-5.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 3-5.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 3-5.

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	Grades 6-8 NYS ELA and NYS Mathematics Assessments
7	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments
8	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments

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.	Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (level 4) for the school building and the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments in grades 6-8. HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has increased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 6-8.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building when compared to the State average in mastery for the NYS ELA and Mathematics assessments has been slightly increased, maintained, or slightly decreased in grades 6-8.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased when compared to the State average in mastery for the NYS ELA and

Mathematics assessments in grades 6-8.

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

The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 6-8.

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	Grades 6-8 NYS ELA and NYS Mathematics Assessments
7	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments
8	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments

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.	Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (level 4) for the school building and the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments in grades 6-8. HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has increased significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 6-8.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building when compared to the State average in mastery for the NYS ELA and Mathematics assessments has been slightly increased, maintained, or slightly decreased in grades 6-8.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 6-8.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	The three year average in mastery on the NYS ELA and Mathematics assessment for the building has decreased

grade/subject.

significantly when compared to the State average in mastery for the NYS ELA and Mathematics assessments in grades 6-8.

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	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
Global 2	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
American History	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government

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.	Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (85+) for the school building and the 3 year New York State average in mastery (85+) on an average of 5 core NYS Regents exams: NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government. HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has increased significantly when compared to the State average in mastery for these same assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has increased slightly,

remained the same, or decreased slightly when compared to the State average in mastery for these same assessments.

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

The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has decreased when compared to the State average in mastery for these same assessments.

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

The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has decreased significantly when compared to the State average in mastery for these same assessments.

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	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
Earth Science	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
Chemistry	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
Physics	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government

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.

Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (85+) for the school building and the 3 year New York State average in mastery (85+) on the New York State ELA and Mathematics assessments. HEDI points will be determined based on the growth of the building average against the New York State

	average. See the attached HEDI chart for specific points awarded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has increased significantly when compared to the State average in mastery for these same assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has increased slightly, remained the same, or decreased slightly when compared to the State average in mastery for these same assessments.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has decreased when compared to the State average in mastery for these same assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has decreased significantly when compared to the State average in mastery for these same assessments.

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	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
Geometry	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (85+) for the school building and the 3 year New York State average in mastery (85+) on the New York State ELA and Mathematics assessments. HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has increased significantly when compared to the State average in mastery for these same assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has increased slightly, remained the same, or decreased slightly when compared to the State average in mastery for these same assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has decreased when compared to the State average in mastery for these same assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has decreased significantly when compared to the State average in mastery for these same assessments.

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	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government

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.

<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>Since all teachers are supporting the Common Core in their subject areas, the Local Measure will be based on the difference between the 3 year average in mastery (85+) for the school building and the 3 year New York State average in mastery (85+) on the New York State ELA and Mathematics assessments. HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.</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>The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has increased significantly when compared to the State average in mastery for these same assessments.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has increased slightly, remained the same, or decreased slightly when compared to the State average in mastery for these same assessments.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has decreased when compared to the State average in mastery for these same assessments.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The three year average in mastery on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government for the High School has decreased significantly when compared to the State average in mastery for these same assessments.</p>

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
All Other Courses 9-12	6(ii) School wide measure computed locally	NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government
All Other Courses 6-8	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA and NYS Mathematics Assessments

All Other
Courses K-5

6(ii) School wide measure
computed locally

Grades 3-5 NYS ELA and NYS Mathematics Assessments

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

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

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

Since all teachers are supporting the Common Core in their subject areas, for Grades K-5, the Local Measure will be based on the difference between the 3 year average in mastery (Level 4) for the school building and the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 3-5). HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded. For Grades 6-8, the Local Measure will be based on the difference between the 3 year average in mastery (Level 4) for the school building and the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 6-8). HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded. For Grades 9-12, the Local Measure will be based on the difference between the 3 year average in mastery (85+) for the school building and the 3 year New York State average in mastery (85+) on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government. HEDI points will be determined based on the growth of the building average against the New York State average. See the attached HEDI chart for specific points awarded.

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

For Grades K-5, the 3 year average in mastery (Level 4) for the school building has increased significantly as compared to the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 3-5). For Grades 6-8, the 3 year average in mastery (Level 4) for the school building has increased significantly as compared to the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 6-8). For Grades 9-12, the 3 year average in mastery (85+) for the school building has increased significantly as compared to the 3 year New York State average in mastery (85+) on the NYS Regents Exam in Comprehensive English, Geometry, Living

Environment, Global History & Geography, United States History & Government. See the attached HEDI chart for specific points awarded.

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

For Grades K-5, the 3 year average in mastery (Level 4) for the school building has increased slightly or remained stable as compared to the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 3-5). For Grades 6-8, the 3 year average in mastery (Level 4) for the school building has increased slightly or remained stable as compared to the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 6-8). For Grades 9-12, the 3 year average in mastery (85+) for the school building has increased slightly or remained stable as compared to the 3 year New York State average in mastery (85+) on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government. See the attached HEDI chart for specific points awarded.

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

For Grades K-5, the 3 year average in mastery (Level 4) for the school building has decreased slightly as compared to the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 3-5). For Grades 6-8, the 3 year average in mastery (Level 4) for the school building has decreased slightly as compared to the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 6-8). For Grades 9-12, the 3 year average in mastery (85+) for the school building has decreased slightly as compared to the 3 year New York State average in mastery (85+) on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government. See the attached HEDI chart for specific points awarded.

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

For Grades K-5, the 3 year average in mastery (Level 4) for the school building has decreased significantly as compared to the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 3-5). For Grades 6-8, the 3 year average in mastery (Level 4) for the school building has decreased significantly as compared to the 3 year New York State average in mastery (level 4) on the New York State ELA and Mathematics assessments (Grades 6-8). For Grades 9-12, the 3 year average in mastery (85+) for the school building has decreased significantly as compared to the 3 year New York State average in mastery (85+) on the NYS Regents Exam in Comprehensive English, Geometry, Living Environment, Global History & Geography, United States History & Government. See the attached HEDI chart for specific points awarded.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/132943-y92vNseFa4/Plainedge Local Assessment HEDI 12-13-v2_1.docx

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.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers will receive a score for each separate assessment. These scores will be weighted by the percentage of students that make up that local assessment in order to attain one score (0-20 or 0-15)

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 Monday, June 25, 2012

Updated Tuesday, July 02, 2013

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	10

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.

Areas of the NYSUT Rubric will be scored on a 1-4 scale (1 for ineffective, 2 for developing, 3 for effective and 4 for highly effective). Each area will then be averaged together and weighted, with additional weight being given to Standards II,III,IV, and V. This weighted average (1-4) will then be converted to 0-60 points based on the negotiated and agreed upon conversion scale. NOTE: The rubric score listed on the conversion chart is the minimum score necessary to receive the corresponding points. We understand that the composite score must be reported in whole numbers.

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/5091/145699-eka9yMJ855/Conversion chart and weighting.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Based upon evidence and artifacts provided, performance is well above district targets as proscribed in the NYSUT rubric, "highly effective" descriptors for indicators in the NYS Teaching Standards. See 4.5 for a description of how points are awarded for each HEDI category.
Effective: Overall performance and results meet NYS Teaching Standards.	Based upon evidence and artifacts provided, performance is in the effective range in regards to district targets as proscribed in the NYSUT rubric, "highly effective" descriptors for indicators in the NYS Teaching Standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based upon evidence and artifacts provided, performance is in the developing range in regards to district targets as proscribed in the NYSUT rubric, "highly effective" descriptors for indicators in the NYS Teaching Standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based upon evidence and artifacts provided, performance is in the ineffective range in regards to district targets as proscribed in the NYSUT rubric, "highly effective" descriptors for indicators in the NYS Teaching Standards

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	4
4.6) Observations of Probationary Teachers Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Wednesday, June 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, June 25, 2012

Updated Tuesday, July 02, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/145704-Df0w3Xx5v6/Plainedge School District TIP.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:

A. Any teacher whose final evaluation indicates a score of ineffective (for the entire evaluation, not just a subcomponent) may appeal the evaluation results.

B. The appeal must be made in writing to the Superintendent of Schools or his/her designee no later than 10 school days after receipt of the final evaluation report.

C. The appeal must articulate the basis for the appeal in writing. Failure to provide a basis for the appeal shall be deemed a waiver of that claim. The basis must challenge the substance of the evaluation, not procedural issues

D. The Superintendent of Schools and/of his/her designee will have the final authority to render a decision regarding an appeal of an APPR evaluation. This decision will be rendered within 15 days of the receipt of the appeal request. This decision will be considered final.

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.

Successful completion of training will result in initial certification.

All Lead evaluators took part in the Nassau BOCES led Teacher Evaluation Training in 2011-2012 which consisted of 8 7 hour sessions. All administrators will be taking part in a 5 day intensive training (each day 7 hours) by NYSUT on using the TED rubric. Inter-rater reliability will be ensured through these trainings, as well as in reviews of the evaluators by district, central office administration.

Additional training will be held for new hires, as well as ongoing bi-annual recertification of current lead evaluators using the same or similar style training to ensure continued inter-rater reliability.

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 Wednesday, June 27, 2012

Updated Tuesday, July 02, 2013

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

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

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

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.	All principals in this district will receive a 20 or 25 pt score from SED. Principals will not need to have SLOs
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	All principals in this district will receive a 20 or 25 pt score from SED. Principals will not need to have SLOs
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	All principals in this district will receive a 20 or 25 pt score from SED. Principals will not need to have SLOs
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	All principals in this district will receive a 20 or 25 pt score from SED. Principals will not need to have SLOs
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	All principals in this district will receive a 20 or 25 pt score from SED. Principals will not need to have SLOs

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 Thursday, May 24, 2012

Updated Thursday, July 18, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	AIMSWEB
6-8	(a) achievement on State assessments	NYS 6-8 ELA/Math assessments
9-12	(f) % of students with advanced Regents or honors	Percent with Advanced Regents

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.	For elementary principals, Reading and Math AIMSWEB Rates of Improvement (ROI) will be used to determine the HEDI points. The greater the rate of improvement, the greater the points awarded. For the MS principal, points are awarded based on to what extent the school scores above the NYS average on State ELA and Math assessments. For the HS Principal, points are awarded based on what percentage of students receive an Regents Diploma with Advanced Designation.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above targets set in the negotiated HEDI tables
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are at the targets set in the negotiated HEDI tables
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the targets set in the negotiated HEDI tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below the targets set in the negotiated HEDI tables

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/5366/132965-qBFVOWF7fC/Principals Local Measure HEDI Tables- revised 7-2-13.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Does not apply; All principals will receive a 0-15 or 0-20 score as noted above.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Does not apply; All principals will receive a 0-15 or 0-20 score as noted above.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Does not apply; All principals will receive a 0-15 or 0-20 score as noted above.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Does not apply; All principals will receive a 0-15 or 0-20 score as noted above.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Does not apply; All principals will receive a 0-15 or 0-20 score as noted above.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

For principals with more than one locally selected measure, each measure will receive a 0-15 or 0-20 score, and then those scores will be weighted against the percentage of students covered by the local assessment. The final two numbers will be tallied for a total score.

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 Thursday, May 24, 2012

Updated Thursday, July 18, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Multidimensional Rubric will be used to evaluate the performance of principals. Each domain will be scored based on the evidence observed and collected across multiple school visits. The scores from each domain will be totalled and converted to a HEDI score from 0-60 using the attached conversion 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/5143/133057-pMADJ4gk6R/Principal Conversion Chart.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	Through observation and the collection of artifacts, principal exhibits leadership that is highly effective, based upon the elements of the Multi-Dimensional Rubric
Effective: Overall performance and results meet standards.	Through observation and the collection of artifacts, principal exhibits leadership that is effective, based upon the elements of the Multi-Dimensional Rubric
Developing: Overall performance and results need improvement in order to meet standards.	Through observation and the collection of artifacts, principal exhibits leadership that is developing, based upon the elements of the Multi-Dimensional Rubric
Ineffective: Overall performance and results do not meet standards.	Through observation and the collection of artifacts, principal exhibits leadership that is ineffective, based upon the elements of the Multi-Dimensional Rubric

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	56-57
Developing	54-55
Ineffective	0-53

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, June 27, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	58-60
Effective	56-57
Developing	54-55
Ineffective	0-53

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 Monday, June 25, 2012

Updated Tuesday, July 02, 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/5276/145706-Df0w3Xx5v6/Plainedge School District Principal Improvement Plan.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:

CHALLENGES IN AN APPEAL:

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

(1) The substance of the annual professional performance review;

(2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;

- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same.

TIME FRAME FOR DISTRICT RESPONSE

Within twenty (20) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response.

DECISION

A written decision on the merits of the appeal shall be rendered by the superintendent of schools within 20 days of receipt of the appeal. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. A copy of the decision shall be provided to the principal.

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.

Central Office administrators were sent to the Western Suffolk BOCES Principals Evaluator 5 days of initial training which resulted in initial certification. This training consisted of 7 hours per day. At this training, inter-rater reliability was reviewed and assured. Training focuses on familiarity with the rubric, evidence collection, appropriate ratings based on evidence collected, and working with Principals to ensure high quality performance.

Bi-annual training and re-certification training will be completed to ensure ongoing inter-rater reliability. New administrators who will be responsible for principal evaluation will be sent to the appropriate BOCES training for certification, in the same fashion as noted above.

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 Checked

which the building principal's performance is being measured.	
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 Monday, June 25, 2012

Updated Monday, August 05, 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/5581/145681-3Uqgn5g9Iu/APPR Sign Off August 1 2013.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.

Plainedge School District

Principal's Annual Professional Performance Review Plan

2012-2013



Dr. Edward A. Salina Jr., Superintendent of Schools

Board of Education

Catherine Flanagan, President

Maryann Capone, Vice President

Debra Grieci, Dennis Gustafson, Mary Lowe, Douglas Pascarella, Trustees

Plainedge School District

Annual Professional Performance Review Plan

SECTION I: GENERAL AGREEMENT

APPR Addendum to the collective bargaining agreement between the Plainedge Administrators Association and the Plainedge Union Free School District, Covering the period: 2012-2013

Reference in contract: Section 2.g

Whereas the parties above are obligated to negotiate APPR provisions for principals consistent with Education Law 3012-c and subsequent NYSED regulation, they hereby agree to the following:

1. Application:

- This provision shall apply only to the title of principal
- This plan will be in effect for the 2012-2013 school year and will be reviewed annually. Should the law (3012-c) of 2012, the corresponding regulations or NYSED guidance regarding 3012-c change from what was in place at the time of this agreement, the agreement shall be renegotiated to be consistent with further changes in law, regulation or NYSED guidance.

2. The Superintendent of Schools shall be the lead evaluator(s) for principals.

3. The 20 or 25 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the superintendent for the 20 points comparable measure. They shall be developed by October 15. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.

4. The 15 or 20 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. This plan developed shall include what approved assessment measures will be utilized, what expectations will be set and how points will be earned regarding achievement in relation to the targets. LATs will be consistent with established district goals. The superintendent shall verify comparability and rigor in the utilization of this achievement target-setting process as required by regulation. For all measures, the cohort of students utilized shall only include those continuously enrolled from BEDS Day to June 15 annually. For all targets, the superintendent and principal shall identify measures from the following NYSED identified options:

Plainedge School District Annual Professional Performance Review Plan for Principals 2012-2013

- Student performance on any district-wide locally selected assessments approved for use in teacher evaluations. (Examples: NWEA, AIMSweb, EXPLORE, PLAN)
- Achievement on state tests (e.g., % proficient or advanced) in ELA and Math grades 4 to 8
- Growth or achievement for student subgroups (SWD, ELL) on State Assessments in ELA and Math grades 4 to 8.
- Growth or achievement for students in ELA and Math grades 4 to 8 starting at specific performance levels (e.g. level 1, 2) on state or other assessments.
- Percent of cohort achieving specified scores on Regents exams, AP, IB or other Regents-equivalents.
- Graduation rates (4,5,6 years) and/or drop-out rates
- Graduation % with Advanced Regents designation and/or honors
- Credit accumulation (e.g. 9th and 10th grade) or other strong predictor of progress to graduation.
- Student Learning Objectives if principals do not have state-provided growth or value-added measures for the growth subcomponent

5. The district shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the 60 “Other” points allocated to measures of leadership and management. This shall be according to the attached instrument. The superintendent’s assessment shall be based on a least 3 visits of 30 minutes or more to the school, while in session. Two will be as agreed to between the Superintendent of Schools and principal, one will be unannounced. Visits are to be completed no later than April 30. The two additional sources of information for the Superintendent of Schools consideration in utilizing the rubric and instrument shall be:

- a. A portfolio of school documents related to components of the rubric. These shall be provided to the Superintendent of Schools by May 31. Sample artifacts are listed in the appendix. Artifacts are not limited to those suggested in the appendix.
- b. The Superintendent of Schools shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2.) No later than May 31, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.
- c. The principal’s self-analysis on the rubric for the superintendent’s consideration and discussion.

6. As per NYSED regulation, the method for assigning subcomponent points will identify how points will be awarded within four performance levels (HEDI) for the “local measures of student achievement” and the “other measures of effectiveness” subcomponents using the following standards:

Plainedge School District Annual Professional Performance Review Plan for Principals
2012-2013

Level	Achievement Growth Measures	Local assessment of growth or achievement	Other Measures (principal 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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

7. Final evaluations shall be provided to principals no later than September 1 annually. Scores and ratings on Locally Selected Measures of Achievement and the “Other Measures” of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.

8. Improvement plans for principals with developing or ineffective ratings shall be according to the attached format and process. Such plans shall be mutually agreed upon within 10 school days at the beginning of the year annually.

9. An appeal of a principal’s evaluation shall be only for ineffective ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012-c. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.

Plainedge School District Annual Professional Performance Review Plan for Principals
2012-2013

10. That the parties agree to enter into negotiations for a successor addendum no later than April 1, 2013.

SECTION II: LOCAL MEASURES OF STUDENT ACHIEVEMENT (15 or 20 POINTS)

LOCAL ACHIEVEMENT MEASURES FOR PRINCIPALS

LOCAL ACHIEVEMENT TARGETS (LAT) and/or SLO: RATINGS AND SCORES

PRINCIPAL: _____ **YEAR:** _____

Please Check ___ 15 pts ___ 20pts

The principal and Superintendent shall mutually agree upon Local Achievement Targets, identifying the components below. One sheet should be completed for each LAT.

Local Achievement Target:

Baseline Information:

Assessment used to measure achievement:

Scoring Methodology (Target attainment categories with related points and HEDI designations (see page 2), including relative value if multiple targets are utilized):

Date for final determination of assessment of Local Achievement Target: _____

PLAN AGREEMENT:

Superintendent Signature/Date

Principal Signature/Date

FINAL RATING/SCORE FOR TARGET: _____ / _____

Superintendent Signature/Date

Principal Signature/Date

NOTE: Principals who need to submit a Student Learning Objective in lieu of a state provided growth measure will need to use this form twice- once for the state 20% and once for the local 20%

LOCAL ACHIEVEMENT MEASURES FOR PRINCIPALS

(15 PTS. OR 20 PTS.)

LOCAL ACHIEVEMENT TARGETS (LAT): RATINGS AND SCORES – PAGE 2

HEDI SCORING BANDS SET IN LAW AND REGULATION: BOTH ACHIEVEMENT COMPONENTS PLUS COMPOSITE

POINT BANDS FOR 2011-12 GRADE 4-8 ELA/MATH AND 2012-13 FOR THOSE FOR WHOM A VALUE-ADDED SCORE WILL NOT BE GENERATED:

Level	Measures of Student Growth (20%)	Local measures of student achievement (20%)	Overall Composite Score
Highly Effective	18-20	18-20	91-100
Effective	9-17	9-17	75-90
Developing	3-8	3-8	65-74
Ineffective	0-2	0-2	0-64

POINT BANDS FOR 2012-13 WHEN A VALUE ADDED MODEL IS ADOPTED; ONLY APPLIES TO THOSE WHO WILL GET A STATE VALUE ADDED SCORE:

Level	Measures of Student Growth (25%)	Local measures of student achievement (15%)	Overall Composite Score
Highly Effective	22-25	14-15	91-100
Effective	10-21	8-13	75-90
Developing	3-9	3-7	65-74
Ineffective	0-2	0-2	0-64

SECTION III: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

**Principal's Leadership and Management
Assessment Summary: LCI Multidimensional Rubric**

Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of Principal _____ School Year _____

Domain	High Effective	Effective	Developing	Ineffective
Shared Vision of Learning	14	12	9	0
School Culture and Instructional program	14	12	9	0
Safe, Efficient and Effective Learning Environment	14	12	9	0
Community	14	12	9	0
Integrity, Fairness and Ethics	14	12	9	0
Political, Social, Economic, legal and Cultural Context	14	12	9	0

Score from Chart above	Point Ranges	Rating
82-84	60	Highly Effective
80-81	59	
78-79	58	
65-77	57	Effective
61-64	56	
55-60	55	Developing
54	54	
0-53	0-53	Ineffective

Overall Rating: Highly Effective Effective Developing Ineffective
(Circle one)

Points Awarded 0-60: _____

SECTION IV: OVERALL EVALUATION SUMMARY

Principal Annual Professional Performance Review Summary

Principal's Name _____ Position/Site _____

School Year _____

Evaluator's Name _____

Evaluator's visit dates _____ Date of Evaluation _____

Evaluation Component	Points Range (check one)	Points Earned	HEDI Rating	Comments
State Growth or SLO	___ 0-20 ___ 0-25			
Local Measure (LAT)	___ 0-20 ___ 0-15			
MultiDimensional Rubric (Other)	0-60			
Total Points				

HEDI Composite Scale	
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

APPR Overall Rating (HEDI): _____

Supervisor's Signature and date _____

Principal's Signature and date _____

SECTION V: IMPROVEMENT PLAN

**Plainedge School District
Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

SECTION VI: APPEAL PROCESS

Plainedge School District Principal APPR Appeal Process

CHALLENGES IN AN APPEAL:

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

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

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same.

TIME FRAME FOR DISTRICT RESPONSE

Within twenty (20) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response.

DECISION

A written decision on the merits of the appeal shall be rendered by the superintendent of schools. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. A copy of the decision shall be provided to the principal.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

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

OTHER

1. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
2. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

SECTION VII: APPENDIX

Listed below are sample artifacts that can be submitted as evidence. Please note that artifacts are not limited to those listed here.

- **Mission/vision statement**
- **Strategic plan**
- **School improvement plan: building goals**
- **Administrative calendar**
- **Grade or department goals**
- **Staff development plan**
- **Staff development calendar**
- **Staff development agendas and materials**
- **Conference day programs**
- **Guide for staff on disaggregating data**
- **Building cabinet meeting agendas**
- **Faculty meeting agendas**
- **Department, grade level and/or team meeting agendas**
- **Committee meeting agendas**
- **Parent meeting agendas**
- **Board presentations**
- **Staff memos**
- **Parents memos**
- **Scheduled collaboration and common planning time**
- **School newsletter**
- **Parent and student communications**
- **Parent, student, staff or community letters of support or praise**
- **Press releases**
- **Public coverage of school events or accomplishments (media or print)**
- **Collaboration with higher education**
- **Career day programs**
- **Parent volunteer recognition program**
- **Collaboration with community organizations**
- **Social worker outreach programs**
- **School health services**
- **Mental health resource connections**
- **Drug abuse prevention programs**
- **Character education programs**

Section VIII: Appendix 2: Principals Local Measure HEDI Tables

Elementary Principals

Note: HEDI scores for each subject (Reading and Math) are averaged together for one final 15 point score

Reading (Based on AIMSWEB building average Rate of Improvement (ROI) for R-CBM ORF

Pts	Rate of Improvement-Reading
15	1.2-1.5
14	.98-1.1
13	.94-.97
12	.90-.93
11	.86-.89
10	.82-.85
9	.78-.81
8	.74-.77
7	.71-.73
6	.67-.70
5	.63-.66
4	.59-.62
3	.55-.58
2	.51-.54
1	.47-.5
0	below .47

Mathematics (Based on AIMSWEB building average Rate of Improvement (ROI) for M-CAP)

Pts	Rate of Improvement-Math
15	.26+
14	.23-.25
13	.20-.22
12	.17-.19
11	.14-.16
10	.11-.13
9	0.1
8	0.09
7	0.08
6	0.07
5	0.06
4	0.05
3	0.04
2	0.03
1	0.02
0	<.02

Middle School Principal

Local HEDI Chart: Based on Points above NYS Average in ELA and Math

Note: HEDI scores for each subject (ELA and Math) are averaged together for one final 15 point score

Pts	Pts
15	30+
14	27-29
13	24-26
12	21-23
11	18-20
10	15-17
9	12-14
8	9-11
7	6-8
6	3-5
5	0-2
4	-3 to -1
3	-6 to -4
2	-9 to -7
1	-12 to -10
0	-13 and below

High School Principal

Local HEDI Chart

Based on Percent of Students Receiving a Regents Diploma with Advanced Designation

Pts	Percent
15	69+
14	66-68
13	63-65
12	60-62
11	57-59
10	54-56
9	51-53
8	48-50
7	45-47
6	42-44
5	39-41
4	36-38
3	33-35
2	30-32
1	28-29
0	Below 28

Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

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

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture¹ <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	<p>claims to have a vision and mission for the school, but keeps it private</p> <p>school vision and mission are unrelated to the district vision and mission</p> <p>disregards the need to use the school’s vision and mission to guide goals, plans and actions</p>	<p>identifies the school’s vision and mission, and makes them public</p> <p>school vision and mission are created in isolation of the district’s vision and mission and aligned as an afterthought</p> <p>refers to the school vision and mission as a document unconnected to programs, policies or practices</p>	<p>collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning</p> <p>school vision and mission aligns with the vision and mission of the district</p> <p>explicitly links the school’s vision and mission to programs and policies</p>	<p>engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision² and mission for learning</p> <p>school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide</p> <p>uses the school’s vision and mission as a compass to inform reflective practice, goal-setting, and decision-making</p>
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)</i>	<p>assumes that the school’s improvement is either an event or the responsibility of a single individual</p>	<p>provides selected staff with opportunities to discuss school improvement efforts</p>	<p>has a process and structure in place for organizational improvement and uses it to assess the school</p>	<p>uses and regularly evaluates strategic processes and structures to promote the school’s continuous and sustainable improvement</p>

¹ In the electronic version, Culture is hyperlinked to an input PowerPoint.

² In the electronic version, shared vision is hyperlinked to an annotated shared visioning activity.

Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

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

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>acknowledges the need for communication and collaboration</p> <p>provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals</p> <p>creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students’ experiences, needs or cultures</p>	<p>considers proposals for collaborative structures and projects</p> <p>encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p> <p>creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p>	<p>supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice</p> <p>develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)</p> <p>creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures</p>	<p>establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful,³ relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways</p>

³ In the electronic version, *meaningful* will hyperlink to an activity on engagement and meaningfulness

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i></p>	<p>promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p> <p>maintains a hands off approach to instruction</p> <p>initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p> <p>provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”</p> <p>allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks</p> <p>supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work</p> <p>maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p> <p>supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i></p>	<p>assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</p> <p>is unaware of effective and appropriate technologies available</p>	<p>invests in activities that promote the development of a select group of leaders</p> <p>provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences</p>	<p>develops the instructional and leadership capacity of staff</p> <p>promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school</p> <p>engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization</p>
<p>Sustainability⁴ <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>uses “accountability” to justify a system that links student achievement with accolades and blame</p>	<p>assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other</p>	<p>develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.</p>	<p>facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.</p>

⁴ In the electronic version, *Sustainability* will hyperlink to a PowerPoint providing input on Sustainability.

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning Process:</p> <p>monitoring/inquiry <i>(the implementation and stewardship of goals, decisions and actions)</i></p>	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program	provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

Multidimensional Principal Performance Rubric

Domain 3 – Safe, Efficient, Effective Learning Environment

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

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	<p>obtains and uses human, fiscal and technological resources based on available funds or last year’s budget instead of need</p> <p>considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others</p>	<p>obtains human, fiscal and technological resources and allocates them without an apparent plan</p> <p>shares “leadership” by providing others with limited responsibilities for tasks and functions but no decision making ability</p>	<p>obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</p> <p>develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles</p>	<p>considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</p> <p>embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today’s leaders identify, support and promote the leaders of tomorrow</p>
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	<p>speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it</p>	<p>establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures</p>	<p>promotes and protects the welfare and safety of students and staff</p>	<p>engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls</p>

Multidimensional Principal Performance Rubric

Domain 3 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	avoids engaging with management or operations systems	monitors and evaluates the management and operational systems	monitors, evaluates and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
<p>Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i></p>	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for teachers to support instruction and learning	ensures teacher and organizational time is focused to support quality instruction and student learning	engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

Multidimensional Principal Performance Rubric

Domain 4 - Community

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

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning Process: Inquiry <i>(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)</i>	makes decisions about whether or not to change the educational environment based on own impressions and beliefs	collects and analyzes data and information pertinent to the educational environment	collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	considers the community as separate from the school	provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities	engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	identifies lack of family and caregiver involvement as a key explanation for lack of achievement	takes actions intended to increase family and caregiver support for the school	builds and sustains positive relationships with families and caregivers	builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

Multidimensional Principal Performance Rubric

Domain 5 – Integrity, Fairness, Ethics

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

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>associates “accountability” with threats and blame for students’ academic and social difficulties</p> <p>makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.</p> <p>blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders</p>	<p>focuses on accountability for academic and social success of students whose test results threaten the school’s standing</p> <p>makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p> <p>assumes responsibility for decisions and actions related to mandates</p>	<p>ensures a system of accountability for every student’s academic and social success</p> <p>considers and evaluates the potential moral and legal consequences of decision-making</p> <p>assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility</p>	<p>enables an approach to “accountability” that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student’s academic and social success</p> <p>engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good</p> <p>promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school’s learning and work and align with its ethical and moral beliefs</p>

Multidimensional Principal Performance Rubric

Domain 5 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others</p> <p>pays lip service to values related to democracy, equity and diversity</p> <p>implements strategies that group and label students with specific needs, isolating them from the mainstream</p>	<p>proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p> <p>holds others accountable for upholding the values of democracy, equity and diversity</p> <p>asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</p>	<p>models principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>safeguards the values of democracy, equity, and diversity</p> <p>promotes social justice and ensures that individual student needs inform all aspects of schooling</p>	<p>engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them</p> <p>provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity</p> <p>creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions</p>

Multidimensional Principal Performance Rubric

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

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

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>appears unaware of decisions affecting student learning made outside of own school or district</p> <p>waits to be told how to respond to emerging trends or initiatives</p>	<p>reacts to district, state and national decisions affecting student learning</p> <p>continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field</p>	<p>acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district</p> <p>assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p>	<p>engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning</p> <p>draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements</p>
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>advocates for self and own interests</p>	<p>advocates for selected causes</p>	<p>advocates for children, families, and caregivers</p>	<p>guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another</p>

Multidimensional Principal Performance Rubric

Other: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Uncovering Goals</p> <ul style="list-style-type: none"> • Align • Define 	<p>“does” goal setting in order to be in compliance with mandates or regulations</p> <p>operates from own opinion and perceptions without attending to vision and data</p> <p>extracts goals from own interests</p> <p>goals are isolated action steps, unaligned to a goal that can actually be worked toward</p>	<p>completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning</p> <p>considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision</p> <p>establishes goals that focus on improving teacher practice, and academic results and/or school learning environment</p> <p>goals are broad, general, aspirational statements that are too big to be assessed</p>	<p>engages in the goal setting process as part of own professional improvement as related to improving student learning</p> <p>works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment</p> <p>creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning</p> <p>goals are stated in ways that allow progress toward them to be assessed</p>	<p>embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school’s current reality and the vision</p> <p>engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment</p> <p>generates goals that maximize on the principal’s role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning</p> <p>goals are expressed in statements that are both actionable and measurable</p>

Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning⁵</p> <ul style="list-style-type: none"> • Prioritize • Strategize 	<p>considers goals in no special order</p> <p>changes commitment to goals as new ones emerge</p> <p>lists generic strategies that could apply to a variety of goals</p> <p>states the benefits of attaining the goal(s)</p>	<p>prioritizes goals based on own interests</p> <p>relies on own perspective to assert the importance and alignment of identified goals</p> <p>lists strategies that will be used to accomplish goals identified</p> <p>describes, in general terms, what successful goal attainment will look like and accomplish</p>	<p>prioritizes goals by considering what can be gained by pursuing each</p> <p>uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions, and reasons for selecting them</p> <p>identifies anticipated specific measures of success for each goal</p>	<p>prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others</p> <p>uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions⁶ related to each, and evidence of strategy's impact.</p> <p>describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision</p>

⁵ In this electronic version, *Strategic Planning* will hyperlink to a scaffolded, strategic planning worksheet.

⁶ In the electronic version, *implementation intentions* will be a hyperlinked definition with examples.

Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Taking Action</p> <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	<p>refers in general to working toward goals, but is unable to articulate related steps or strategies</p> <p>speaks about taking actions, but has trouble committing and getting started</p> <p>changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p>	<p>identifies a series of individual actions for each goal without specifying whether the goals are long or short term</p> <p>implements the action plan quietly and privately</p> <p>adjusts goals and actions based on instinct and self-perceptions</p>	<p>creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</p> <p>implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well</p> <p>monitors and refines goals and/or action steps, based on formative assessment of evidence collected</p>	<p>designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</p> <p>shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</p> <p>seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan</p>

Multidimensional Principal Performance Rubric

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Evaluating Attainment</p> <ul style="list-style-type: none"> • Document <ul style="list-style-type: none"> ○ Insights ○ Accomplishments ○ New questions ○ Implications for moving forward • Next steps 	<p>documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</p> <p>categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work</p> <p>dismisses the possibility of using goals to define next steps</p>	<p>sporadically documents thinking related to key moments, obstacles or achievements</p> <p>evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved</p> <p>considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve</p>	<p>periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise</p> <p>evaluates goals and goal attainment by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision</p> <p>determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements</p>	<p>throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</p> <p>taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning</p> <p>engages stakeholders⁷ in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision</p>

⁷ In the electronic version, stakeholders would be a hyperlink to a definition and stakeholder identification activity.

Form 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
Italian III	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainedge Developed Italian III Exit Assessment
Astronomy	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainedge Developed Astronomy Exit Assessment
Middle Level FACS	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainedge Developed FACS Exit Assessment
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	

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.

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

State Measure: HEDI Chart for Teachers K-12 Who Do Not Receive a NYS Growth Score

State Growth Measure (SLOs) (20pts)

HEDI Points	Percent of students reaching their growth target (SLOs)
20	92-100
19	89-91
18	85-88
17	82-84
16	80-81
15	78-79
14	76-77
13	74-75
12	72-73
11	70-71
10	68-69
9	65-67
8	63-64
7	60-62
6	57-59
5	54-56
4	52-53
3	50-51
2	36-49
1	21-35
0	<21

Appendix 1: 60 point subcomponent

Total average rubric score	Conversion score for composite 60 pts
Ineffective 0-49	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37

conversion chart

1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
Developing: 50-56	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective: 57-58	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective: 59-60	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25

Other Measures of Teacher Effectiveness (60pts) Score Form

Category: Parent Communication (Standard 1)

Standard/Element/Indicator	1-4 Score from rubric	Category Weighting	Subtotal points
I:4.A			
Total Category Average		X 10%	

Category: Professionalism (Standards VI and VII)

Standard/Element/Indicator	1-4 Score from rubric	Category Weighting	Subtotal Points
VI:2.A			
VI:2.B			
VII:2.A			
Total Category Average		X 10%	

Category: Planning (Standards I and II)

Standard/Element/Indicator	1-4 Score from rubric	Category Weighting	Subtotal Points
I:1.B			
II:1.A			
II:1.B			
II:2.B			
II:4.A			
II:6.B			
Total Category Average		X30%	

Category: Lesson Observation (Standards III, IV and V)

Standard/Element/Indicator	1-4 Score from rubric	Category Weighting	Subtotal points
III:1.C			
III:2.A			
III:2.B			
III:2.C			
III:2.D			
III:4.A			
IV:1.A			
IV:2.A			
V:2.B			
Total Category Average			

Category: Teacher Goals (Various Standards)

Standard/Element/Indicator	1-4 Score from rubric	Category Weighting	Subtotal Points
Total Category Average		X10%	

Scoring

Subtotal of all points	
Converted score	

Appendix II-F: Composite Score Form

For lead evaluator to complete once all subcomponents have been scored



Plainedge School District

2012-2013

APPR Composite Scoring Sheet



Teacher Name:			
School			
Grade Level/Subject			
School year			
Evidence	Value	Points Awarded	HEDI Category
State Growth Score	20/25		
Local Score	15/20		
Multiple Measures	60		
Overall	100		

Teachers with no “value-added” measure (For 2012-2013, any teacher outside of 4-8 ELA/Math):

HEDI Category	State growth measure	Local Measure	Other Measures of Effectiveness (60 pts)	Overall Composite score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

Teachers with a “value-added” measure (For 2012-2013, teachers of 4-8 ELA/Math):

HEDI Category	State growth measure	Local Measure	Other Measures of Effectiveness (60 pts)	Overall Composite score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

Appendix III:
Teacher Portfolio Guidance

Teacher Portfolio Guidance

Indicators VI:2.A, VI:2.B, VII:2.A are based on information provided to the lead evaluator by the classroom teacher. Teachers will submit an evidence binder containing a sampling of work that highlights his/her professionalism during the course of the year. This evidence correlates to Standards VI and VII of the TED rubric. The Evidence Binder may contain:

- *Formal lesson*
- *unit plans*
- *student work samples*
- *parent/student surveys*
- *curriculum writing project*
- *membership in a professional organization*
- *peer observations*
- *Teacher created website*
- *presentations to colleagues*
- *peer support/mentoring*
- *Webquests*
- *piloting a program*
- *participation on a district committee.*

Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<ul style="list-style-type: none"> • Portfolio is an incomplete or disorganized collection of documents/artifacts with no visual structure or sense of purpose. • Does not articulate a portfolio objective relevant to current practice and aligned with CCSS/NYSED learning standards • Artifacts establish little or no connection between learning activities and Standards VI and VII of the NYS Teaching Standards. 	<ul style="list-style-type: none"> • Portfolio is an inconsistently organized collection of documents/artifacts with limited visual structure or sense of purpose. • Articulates a portfolio objective relevant to current practice and aligned with CCSS/NYSED learning standards • Artifacts establish a limited connection between learning activities and Standards VI and VII of the NYS Teaching Standards. 	<ul style="list-style-type: none"> • Portfolio is a generally well-defined collection of documents/artifacts with consistent visual structure and a well-defined sense of purpose. • Articulates a portfolio objective relevant to current practice and aligned with CCSS/NYSED learning standards • Artifacts clearly connect most learning activities to Standards VI and VII of the NYS Teaching Standards. 	<ul style="list-style-type: none"> • Portfolio is concisely organized with a well-defined collection of documents/artifacts with definite visual structure and a distinct sense of purpose. • Articulates a portfolio objective relevant to current practice and aligned with CCSS/NYSED learning standards • Artifacts clearly connect all learning activities to Standards VI and VII of the NYS Teaching Standards.

Appendix IV:
Parent Communication Guidance

Parent Communication Guidance

Indicator I.4.A: Teacher uses a variety of techniques to communicate with student’s parents, guardians or caregivers in order to enhance student learning. Due to the importance of this indicator, it will be weighted by a multiplier of 2. The descriptors given below are provided as an example of the types of evidence that need to be provided in order to evaluate the score for this indicator.

Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<ul style="list-style-type: none"> • Teacher does not communicate directly with student’s parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family. • Fails to complete the required components proscribed by the district* 	<ul style="list-style-type: none"> • Teacher occasionally communicates directly with student’s parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family. • Completes required components proscribed by the district. 	<ul style="list-style-type: none"> • Teacher regularly communicates directly with student’s parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family. • Completes the required components proscribed by the district* plus phone log/email records and one modes of contact from the list below. 	<ul style="list-style-type: none"> • Teacher communicates directly with student’s parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication. • Completes the required components proscribed by the district* plus phone log/email records and a weekly updated website or two modes of contact from the list below.

* required components proscribed by the district: back-to-school night, parent-teacher conferences, report cards, progress reports, IEP/CSE meetings, and other specific school forms.

Suggested modes of contact (submit evidence through Evidence Portfolio)

Class Website, Class Newsletter, Letters mailed home, student contracts, weekly reports, writing in agenda book

Appendix V:
Teacher Improvement Plan (TIP)

Plainedge School District Teacher Improvement Plan

Your *Teacher Improvement Plan* document is intended to support your growth as a professional. Inasmuch, please note that your plan is comprised of multiple components in which you will be closely monitored by administration. You will be responsible for demonstrating an *Effective* level of performance in the selected *Standards and Elements* in the TED Rubric which will be articulated to you as follows:

A: Standard and Element Components:

B. Goals:

C: Specific Strategies:

D. Timeframe & Resources:

E. Indicators of Progress and Behaviors:

F. Teacher Comments/Suggestions:

Please review the attached and highlighted *Standards/Elements* in the *TED Rubric*.

Administrator

Date

Teacher

Date

Appendix VI: HEDI Charts

Plainedge School District

HEDI Charts

State Growth and Local Assessment (20pts)

Highly Effective	20	92-100
	19	89-91
	18	85-88
	17	82-84
	16	80-81
	15	78-79
Effective	14	76-77
	13	74-75
	12	72-73
	11	70-71
	10	68-69
	9	65-67
Developing	8	63-64
	7	60-62
	6	57-59
	5	54-56
	4	52-53
	3	50-51
Ineffective	2	36-49
	1	21-35
	0	<21

Local Assessment (15pts)

(For teachers receiving a "Value Added" score from SED)

Highly Effective	15	92-100
	14	85-91
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	62-64
	6	59-61
	5	56-58
	4	53-55
	3	50-52
Ineffective	2	36-49
	1	21-35
	0	<21

Appendix VII: TED Rubric

Plainedge School District Teacher Improvement Plan

Your *Teacher Improvement Plan* document is intended to support your growth as a professional. Inasmuch, please note that your plan is comprised of multiple components in which you will be closely monitored by administration. You will be responsible for demonstrating an *Effective* level of performance in the selected *Standards and Elements* in the TED Rubric which will be articulated to you as follows:

A: Standard and Element Components:

B. Goals:

C: Specific Strategies:

D. Timeframe & Resources:

E. Indicators of Progress and Behaviors:

F. Teacher Comments/Suggestions:

Please review the attached and highlighted *Standards/Elements* in the *TED Rubric*.

Administrator

Date

Teacher

Date

Plainedge School District Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

Local Measure: HEDI Chart for Teachers K-8 (No Value Added)

Change in difference between State and building mastery rate average in ELA and Math	Points	HEDI Category
7.0+	20	Highly Effective
6.0 to 6.9	19	Highly Effective
5.0 to 5.9	18	Highly Effective
4.0 to 4.9	17	Effective
3.0 to 3.9	16	Effective
2.0 to 2.9	15	Effective
1 to 1.9	14	Effective
0	13	Effective
-1 to -.5	12	Effective
-2 to -1.5	11	Effective
-3 to -2.5	10	Effective
-4 to -3.5	9	Effective
-5 to -4.5	8	Developing
-6 to -5.5	7	Developing
-7 to -6.5	6	Developing
-8 to -7.5	5	Developing
-9 to -8.5	4	Developing
-10 to -9.5	3	Developing
-11 to -10.5	2	Ineffective
-12 to -11.5	1	Ineffective
<-12	0	Ineffective

Local Measure: HEDI Chart for Teachers who Receive a NYS Growth Score (Value-Added)

Change in difference between State and building mastery rate average in ELA and Math	Points	HEDI Category
7+	15	Highly Effective
5.1-6.9	14	Highly Effective
3.6-5.0	13	Effective
2.1-3.5	12	Effective
.1-2.0	11	Effective
0	10	Effective
-.1 to -1	9	Effective
-1.1 to -2	8	Effective
-2.1 to -3	7	Effective
-3.1 to -4	6	Effective
-4.1 to -6.0	5	Developing
-6.1 to -8.0	4	Developing
-8.1 to -9.9	3	Developing
-10 to -11	2	Developing
-11.1 to -12.0	1	Ineffective
<-12	0	Ineffective

Local Measure: HEDI Chart for Teachers K-8

Change in difference between State and building mastery rate average in ELA and Math	Points	HEDI Category
7.0+	20	Highly Effective
6.0 to 6.9	19	Highly Effective
5.0 to 5.9	18	Highly Effective
4.0 to 4.9	17	Effective
3.0 to 3.9	16	Effective
2.0 to 2.9	15	Effective
1 to 1.9	14	Effective
0	13	Effective
-1 to -.5	12	Effective
-2 to -1.5	11	Effective
-3 to -2.5	10	Effective
-4 to -3.5	9	Effective
-5 to -4.5	8	Developing
-6 to -5.5	7	Developing
-7 to -6.5	6	Developing
-8 to -7.5	5	Developing
-9 to -8.5	4	Developing
-10 to -9.5	3	Developing
-11 to -10.5	2	Ineffective
-12 to -11.5	1	Ineffective
<-12.5	0	Ineffective

Local Measure: HEDI Chart for Teachers 9-12

Change in the difference between State and District average in Mastery for 5 core Regents exams	Points	HEDI Category
7.0+	20	Highly Effective
6.0 to 6.9	19	Highly Effective
5.0 to 5.9	18	Highly Effective
4.0 to 4.9	17	Effective
3.0 to 3.9	16	Effective
2.0 to 2.9	15	Effective
1 to 1.9	14	Effective
0	13	Effective
-1 to -.5	12	Effective
-2 to -1.5	11	Effective
-3 to -2.5	10	Effective
-4 to -3.5	9	Effective
-5 to -4.5	8	Developing
-6 to -5.5	7	Developing
-7 to -6.5	6	Developing
-8 to -7.5	5	Developing
-9 to -8.5	4	Developing
-10 to -9.5	3	Developing
-11 to -10.5	2	Ineffective
-12 to -11.5	1	Ineffective
<-12.5	0	Ineffective

Section VIII: Appendix 2: Principals Local Measure HEDI Tables (15 points)

Elementary Principals

Note: HEDI scores for each subject (Reading and Math) are averaged together for one final 15 point score

Reading (Based on AIMSWEB building average Rate of Improvement (ROI) for R-CBM ORF

Mathematics (Based on AIMSWEB building average Rate of Improvement (ROI) for M-CAP)

Pts	Rate of Improvement-Reading
15	1.2-1.5
14	.98-1.1
13	.94-.97
12	.90-.93
11	.86-.89
10	.82-.85
9	.78-.81
8	.74-.77
7	.71-.73
6	.67-.70
5	.63-.66
4	.59-.62
3	.55-.58
2	.51-.54
1	.47-.5
0	below .47

Pts	Rate of Improvement-Math
15	.26+
14	.23-.25
13	.20-.22
12	.17-.19
11	.14-.16
10	.11-.13
9	0.1
8	0.09
7	0.08
6	0.07
5	0.06
4	0.05
3	0.04
2	0.03
1	0.02
0	<.02

Middle School Principal

Local HEDI Chart: Based on Points above NYS Average in ELA and Math

Note: HEDI scores for each subject (ELA and Math) are averaged together for one final 15 point score

Pts	Pts
15	30+
14	27-29
13	24-26
12	21-23
11	18-20
10	15-17
9	12-14
8	9-11
7	6-8
6	3-5
5	0-2
4	-3 to -1
3	-6 to -4
2	-9 to -7
1	-12 to -10
0	-13 and below

High School Principal

Local HEDI Chart

Based on Percent of Students Receiving a Regents Diploma with Advanced Designation

Pts	Percent
15	69+
14	66-68
13	63-65
12	60-62
11	57-59
10	54-56
9	51-53
8	48-50
7	45-47
6	42-44
5	39-41
4	36-38
3	33-35
2	30-32
1	28-29
0	Below 28

Section VIII: Appendix 2: Principals Local Measure HEDI Tables (20 points)

Elementary Principals

Note: HEDI scores for each subject (Reading and Math) are averaged together for one final 20 point score

Reading (Based on AIMSWEB building average Rate of Improvement (ROI) for R-CBM ORF

Mathematics (Based on AIMSWEB building average Rate of Improvement (ROI) for M-CAP)

Pts	Rate of Improvement-Reading
20	1.3-1.5
19	1.1-1.2
18	.98-1.0
17	.94-.97
16	.9-.93
15	.86-.89
14	.84-.85
13	.82-.83
12	.79-.81
11	.77-.78
10	.74-.76
9	.71-.73
8	.68-.70
7	.66-.67
6	.64-.65
5	.61-.63
4	.58-.6
3	.54-.57
2	.51-.53
1	.48-.5
0	<.47

Pts	Rate of Improvement-math
20	.26+
19	0.25
18	.23-.24
17	.20-.22
16	.18-.19
15	0.17
14	0.16
13	0.15
12	0.14
11	0.13
10	0.11
9	0.1
8	0.09
7	0.08
6	0.07
5	0.06
4	0.05
3	0.04
2	0.03
1	0.02
0	<.02

Middle School Principal

Local HEDI Chart: Based on Points above NYS Average in ELA and Math

Note: HEDI scores for each subject (ELA and Math) are averaged together for one final 20 point score

Pts	Percent ELA/Math Average above NYS Average
20	30+
19	28-29
18	26-27
17	23-25
16	20-22
15	18-19
14	16-17
13	14-15
12	12-13
11	10-11
10	8-9
9	6-7
8	3-5
7	1-2
6	-1 to 0
5	-4 to -2
4	-7 to -5
3	-10 to -8
2	-11
1	-12
0	-13 and below

High School Principal

Local HEDI Chart

Based on Percent of Students Receiving a Regents Diploma with Advanced Designation

Pts	Percent Receiving Advanced Regents Diploma
20	69+
19	66-68
18	64-65
17	62-63
16	60-61
15	58-59
14	53-57
13	54-55
12	52-53
11	49-51
10	46-48
9	44-45
8	42-43
7	40-41
6	37-39
5	35-36
4	33-34
3	31-32
2	30
1	29
0	Below 28

Principal's Leadership and Management Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of Principal _____ School Year _____

Domain	High Effective	Effective	Developing	Ineffective
Shared Vision of Learning	14	12	9	0
School Culture and Instructional program	14	12	9	0
Safe, Efficient and Effective Learning Environment	14	12	9	0
Community	14	12	9	0
Integrity, Fairness and Ethics	14	12	9	0
Political, Social, Economic, legal and Cultural Context	14	12	9	0

Score from Chart above	Point Ranges	Rating
82-84	60	Highly Effective
80-81	59	
78-79	58	
65-77	57	Effective
61-64	56	
55-60	55	Developing
54	54	
0-53	0-53	Ineffective

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.

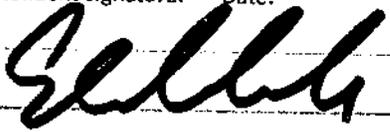
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

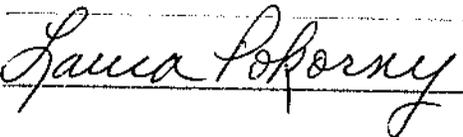
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

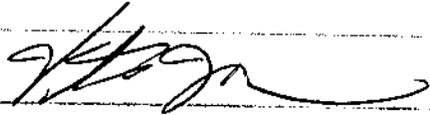
Superintendent Signature: Date:

 8/1/13

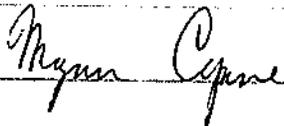
Teachers Union President Signature: Date:

7/22/13


Administrative Union President Signature: Date:

 7/30/13

Board of Education President Signature: Date:

 8/1/13