



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

Commissioner of Education
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January 4, 2013

Dr. Lorna R. Lewis, Superintendent
Plainview-Old Bethpage Central School District
106 Washington Avenue
Plainview, NY 11803

Dear Superintendent Lewis:

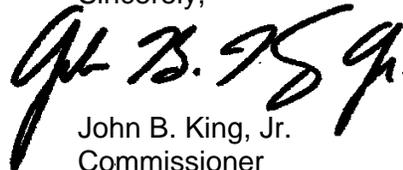
Congratulations. I am pleased to inform you that your multi-year (2012-2015) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Thomas 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 03, 2012

Updated Thursday, December 27, 2012

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

280504060000

1.2) School District Name:

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

PLAINVIEW-OLD BETHPAGE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

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?

Re-submission to address deficiencies

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

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

2012-2015

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

Created Thursday, May 03, 2012

Updated Friday, December 28, 2012

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	The District will assign HEDI points according to Table C4 for K-2 ELA and Table B1 for grade 3. Teachers can
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

obtain all points. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

For K-2 teachers, the AIMSWEB ELA 10-point score will be determined using Table C4 (0-10 points). Teachers can earn up to 5 points for the percentage of students demonstrating growth as determined by the AIMSWEB Box and Whiskers graph for each individual child. Teachers can earn up to 5 additional points (10 points total) for the percentage of students achieving at their individual identified growth target in June on the AIMSWEB Box and Whiskers graph. The targets will be based on National Norms provided by AIMSWEB. Table B2 and the Nassau BOCES Developed Grade Specific K-2 Math Assessment score (0-20 points) will then be divide by 2 (and rounded up to determine the final math score out of 10 points). The two scores (AIMSWEB and Nassau BOCES Math Assessment) will then be mathematically added together to arrive at the final SLO score (20 points).

For grade 3, teachers in consultation with their supervisor(s) will be setting growth targets based on the Plainview-Old Bethpage developed fall pre-assessment. Points will be assigned to teachers based on the performance of their students on the NYS Grade 3 ELA Assessment.

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

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

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

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

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

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

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

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

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	District, regional, or BOCES-developed assessment	Nassau BOCES developed Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Nassau BOCES developed First grade Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Nassau BOCES developed Second Grade Mathematics Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For teachers in grades K-2, the Nassau BOCES Developed Grade Specific Math Assessments will be used as the basis for the SLO. Table B2 shows the performance levels that will be assigned to various baseline and end-of-year scores to track student math growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline math assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring math assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target.

Table B1 will be applied to determine the score will be out of 20 points. This score will then be divide by 2, and round up to determine the final math score out of 10 points. The two scores (AIMSWEB and Nassau BOCES Math Assessment – see 2.2) will then be mathematically added together to arrive at the final SLO score (20 points).

For grade 3 math, teachers in consultation with their supervisor(s) will be setting growth targets based on the Plainview-Old Bethpage developed pre-assessment. Points will be assigned to teachers based on the performance of their students on the NYS Grade 3 Math Assessment.

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

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

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

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

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

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

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

For Grades K-3 teachers, please refer to attached HEDI tables in task 2.11 for specific conversions.

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
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6	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	Plainview-Old Bethpage Developed Grade 7 Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Using Table B2 and pre-assessment (baseline) results, Grade 7 Science teachers will develop Student Learning Objectives and identify student growth targets in collaboration with their supervisor(s) based on district-developed assessments. Table B2 shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). The District will assign HEDI points according to Table B1 and Student growth targets based on Table B2. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score.</p> <p>For grade 8 science, teachers in consultation with their supervisor(s) will be setting growth targets based on the Plainview-Old Bethpage developed pre-assessment. Points will be assigned to teachers based on the performance of their students on the NYS Grade 8 Science Assessment.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grade 7-8 Science teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grade 7-8 Science teachers with 34-87%of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grade 7-8 Science teachers with 11-33%of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grade 7-8 Science teachers with 0-10%of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	Plainview-Old Bethpage Developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Grade 8 Long Island Regionally Developed Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using Table B2 and pre-assessment (baseline) results, Grade 7-8 Social Studies teachers will develop Student Learning Objectives and identify student growth targets. Table B2 shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). The District will assign HEDI points according to Table B1 and Student growth targets based on Table B2. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Grade 7-8 Social Studies teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.
Effective (9 - 17 points) Results meet District goals for similar students.	Grade 7-8 Social Studies teachers with 34-87% of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1.
Developing (3 - 8 points) Results are below District goals for similar students.	Grade 7-8 Social Studies teachers with 11-33% of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Grade 7-8 Social Studies teachers with 0-10% of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

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	Plainview-Old Bethpage Developed Global 1 History Assessment

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

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

The SLOs for High School Social Studies courses will be rigorous and comparable. The Plainview-Old Bethpage Social Studies Final Examinations will be used for Global 1. The Regents exams will be used for Global 2 and American History. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	HS Regents Social Studies teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.
Effective (9 - 17 points) Results meet District goals for similar students.	HS Regents Social Studies teachers with 34-87% of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1.
Developing (3 - 8 points) Results are below District goals for similar students.	HS Regents Social Studies teachers with 11-33% of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	HS Regents Social Studies teachers with 0-10% of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

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.	High School Regents Science teachers will develop Student Learning Objectives and set student growth targets. The District will assign HEDI points according to Table B1 and Student Growth Targets based on Table B2. Growth targets will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively
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specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

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

HS Regents Science teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.

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

HS Regents Science teachers with 34-87% of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1.

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

HS Regents Science teachers with 11-33% of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.

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

HS Regents Science teachers with 0-10% of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

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.

High School Regents Math teachers will develop Student Learning Objectives and set student growth targets. The District will assign HEDI points according to Table B1 and Student growth targets based on Table B2. Growth targets

will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

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

HS Regents Math teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table

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

HS Regents Math teachers with 34-87% of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1

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

HS Regents Math teachers with 11-33% of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.

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

HS Regents Math teachers with 0-10% of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated in Table B1.

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	Plainview-Old Bethpage developed Grade 9 English Language Arts Assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	Plainview-Old Bethpage developed Grade 10 English Language Arts Assessment
Grade 11 ELA	Regents assessment	English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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, below.</p>	<p>The SLOs for High School English courses will be rigorous and comparable. The Plainview-Old Bethpage developed Grade 9 and/or 10 English Language Arts Assessment will be used for grades 9 and 10, respectively. The English Regents exam will be used for grade 11. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>HS Regents English teachers with 88% or more of their students reaching individual growth targets will receive a rating of highly effective and be assigned 18-20 HEDI points as illustrated in Table B1.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>HS Regents English teachers with 34-87%of their students reaching individual growth targets will receive a rating of effective and be assigned 9-17 HEDI points as illustrated in Table B1</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>HS Regents English teachers with 11-33%of their students reaching individual growth targets will receive a rating of developing and be assigned 3-8 HEDI points as illustrated in Table B1.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>HS Regents English teachers with 0-10%of their students reaching individual growth targets will receive a rating of ineffective and be assigned 0-2 HEDI points as illustrated</p>

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 5 Spanish	District, Regional or BOCES-developed	Plainview Old-Bethpage Developed Spanish Final Examination
Grade 8 and 9 Spanish	District, Regional or BOCES-developed	Nassau Foreign Language Association of Chairpersons and Supervisors Assessment developed grade 8-Spanish Checkpoint A and Grade 9 Spanish Checkpoint B exam
AIS Math and Special Education, 4-8	District, Regional or BOCES-developed	NYS Math Grade Specific Assessment
Reading and AIS and Special Ed, 4-8	State Assessment	NYS ELA Grade Specific Assessment
Technology 7	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 7 Technology Assessments
Library K	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade K Library Assessment
Orchestra 5/6, 7	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 5/6 Orchestra Assessment
Chorus 5/6,	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 5/6 Chorus Assessment
Band 5/6,	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 5/6 Band Assessment
General Music K	District, Regional or BOCES-developed	Plainview-Old Bethpage developed General Music grade K Assessment
All other Foreign Language Courses	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Course Specific Foreign Language Assessment
All other Social Studies Courses	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Course Specific Social Studies Assessment
All other English Courses	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Course Specific English Assessment
Business 9	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 9 Business Assessment
All other secondary Science	District, Regional or BOCES-developed	Plainview-Old Bethpage developed course specific Assessment
Reading, Special Ed. and AIS, K-2	State-approved 3rd party assessment	AIMSweb
Art K	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Kindergarten Art Assessment
Physical Education K	District, Regional or BOCES-developed	Plainview-Old Bethpage developed Kindergarten Physical Education Assessment
Gifted Education 6	District, Regional or BOCES-developed	Plainview-Old Bethpage developed grade 6 Gifted Education Assessment

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.

The SLOs for all other courses listed above will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. Growth targets for individual students will be determined using table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth score. For teachers of ESL, student growth targets will be based on the NYSESLAT results from the prior year as compared to the results from 2013. Individual targets will be set and students meeting 45 points or higher will be considered making appropriate growth. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).

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

Evidence indicates teacher performance results in student learning that surpasses District expectations (88% or greater of students). See Table B1

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

Evidence indicates teacher performance results in student learning that aligns with District expectations (34% to 87% of students). See Table B1

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

Evidence indicates teacher performance results in student learning that approaches but does not fully align with District expectations (11% to 33% of students) See Table B1

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

Evidence indicates teacher performance does not result in student learning that aligns with District expectations (0% to 10% of students). See Table B1

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/5364/124289-avH4IQNZMh/Form_2-10_All-Other-Courses_revised2.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/5364/124289-TXEttx9bQW/Teachers_APPR_SLO_Attachments-Tables revised3.doc

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.

Not applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked

2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Thursday, May 03, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State ELA Assessment in grades 3 and 4
5	6(ii) School wide measure computed locally	New York State ELA Assessment in grades 5-8
6	6(ii) School wide measure computed locally	New York State ELA Assessment in grades 5-8
7	6(ii) School wide measure computed locally	New York State ELA Assessment in grades 5-8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded Table C3- Teachers can achieve all points 0 to 15. All grades will use a school-wide comparison. ELA and Math averages will be mathematically averaged to arrive at one numeric score. The point values and ranges on the HEDI point scale (from zero to 15) are determined by NYSED regulations. Numbers in Table C3 represent the difference from the NYS average in assessment proficiency percentage (3 or better) for the entity (school). Note: All rounding will follow commonly accepted mathematical rules for rounding.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 35% or higher above the state average. See Table C3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 34% above the state average. See Table C3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C3

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	NYS Grades 3-4 Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 5-8 Math Assessments and Algebra Regents for Grade 8 students
6	6(ii) School wide measure computed locally	NYS Grades 5-8 Math Assessments and Algebra Regents for Grade 8 students
7	6(ii) School wide measure computed locally	NYS Grades 5-8 Math Assessments and Algebra Regents for Grade 8 students
8	6(ii) School wide measure computed locally	NYS Grades 5-8 Math Assessments and Algebra Regents for Grade 8 students

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>See uploaded Table C3- Teachers can achieve all points 0 to 15. All grades will use a school-wide comparison. ELA and Math averages will be mathematically averaged to arrive at one numeric score. The point values and ranges on the HEDI point scale (from zero to 15) are determined by NYSED regulations. Numbers in Table C3 represent the difference from the NYS average in assessment proficiency percentage (3 or better) for the entity (school). Note: All rounding will follow commonly accepted mathematical rules for rounding.</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>A teacher will be rated highly effective if the respective schools' student results are 35% or higher above the state average. See Table C3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated effective if the respective schools' student results are between 9% to 34% above the state average. See Table C3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C3</p>

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/124291-rhJdBgDruP/Teachers_APPR_Attachments-Tables_Local_VA_Revised_2.doc](#)

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	NYS Grades 3-4 ELA Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 3-4 ELA Assessments
2	6(ii) School-wide measure computed locally	NYS Grades 3-4 ELA 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.	<p>See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison.</p> <p>ELA and Math averages will be mathematically averaged to arrive at one numeric score. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better) for the entity (school).</p> <p>All rounding will follow commonly accepted mathematical rules for rounding.</p> <p>*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. See Table C2
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2.

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	NYS Grades 3-4 Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 3-4 Math Assessments

2	6(ii) School-wide measure computed locally	NYS Grades 3-4 Math Assessments
3	6(ii) School-wide measure computed locally	NYS Grades 3-4 Math 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.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. ELA and Math averages will be mathematically averaged to arrive at one numeric score. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding. *In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. See Table C2
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

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

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.	<p>See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison.</p> <p>ELA and Math averages will be mathematically averaged to arrive at one numeric score. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better) for the entity (school).</p> <p>All rounding will follow commonly accepted mathematical rules for rounding.</p> <p>*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. See Table C2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

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

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.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. ELA and Math averages will be mathematically averaged to arrive at one numeric score. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding. *In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. See Table C2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

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 Global History and Geography Regents
Global 2	6(ii) School wide measure computed locally	NYS Global History and Geography Regents
American History	6(ii) School wide measure computed locally	NYS American History Regents Examination

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.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (65 or better) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding. *In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state

for grade/subject.

average. See Table C2

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 Living Environment Regents Examination
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Examination
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Examination
Physics	6(ii) School wide measure computed locally	NYS Physics Regents Examination

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.

See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (65 or better) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding.

*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner:

- 93-95% *18 points
- 96-98% *19 points
- 99-100% *20 points

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

A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. Teachers can achieve all points 0 to 20. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2.

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 Algebra Regents Examination
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Examination
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra 2 Regents Examination

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.	<p>See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison.</p> <p>Numbers in the table represent the difference from the NYS average assessment proficiency percentage (65 or better) for the entity (school).</p> <p>All rounding will follow commonly accepted mathematical rules for rounding.</p> <p>*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 24% above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

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 Comprehensive English Regents Examination
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (65 or better) for the entity (school).
---	---

All rounding will follow commonly accepted mathematical rules for rounding.

*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner:
 93-95% *18 points
 96-98% *19 points
 99-100% *20 points

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

A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2

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

A teacher will be rated effective if the respective schools' student results are between 9% to 23 % above the state average. See Table C2

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

A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2

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

A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

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
World Languages, American Sign Language, ESL, Art, Music, Phys. Ed., Library Media Specialists, Health, Family and Consumer Science, Special Education, Reading, Technology, Academic Intervention Service, Gifted Education, and all K-4 teachers not named above.	6(ii) School wide measure computed locally	NYS ELA and Math assessments grades 3 and 4
World Languages, ESL, Art, Music, Phys. Ed., Health, Family and Consumer Science, Special Education, Business, Reading, Technology, Academic Intervention Service, Gifted Education and all 5-8 teachers not named above.	6(ii) School wide measure computed locally	NYS ELA and Math assessments grades 5-8
World Languages, ESL, Art, Music, Phys. Ed., Health, Family and Consumer Science, Special Education, Business, Research, Reading, Technology, Academic Intervention Service, and all 9-12 teachers not named above.	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
All other secondary English courses 9-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination

All other secondary Math and Technology courses 9-12	6(ii) School wide measure computed locally	NYS Algebra Regents Examination
All other secondary Social Studies courses 9-12	6(ii) School wide measure computed locally	NYS American History Regents Examination
All other secondary Science courses 9-12	6(ii) School wide measure computed locally	NYS Living Environment Regents Examination

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.	See uploaded table C2- The percentage of students meeting the achievement target will be converted to a score as shown in Table C2. Teachers can achieve all points 0 to 20. All grades will use a school-wide comparison. Numbers in the table represent the difference from the NYS average assessment proficiency percentage (3 or better on NYS assessment or 65 or better on Regents Exam) for the entity (school). All rounding will follow commonly accepted mathematical rules for rounding. *In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner: 93-95% *18 points 96-98% *19 points 99-100% *20 points
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if the respective schools' student results are 25% or higher above the state average. In cases where the district achievement is greater than or equal to 93%, points will be awarded as follows: 93-95%- 18 points; 96-98%- 19 points; 99-100%- 20 points. See Table C2.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if the respective schools' student results are between 9% to 23 % above the state average. See Table C2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if the respective schools' student results are between 3% to 8% above the state average. See Table C2

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

A teacher will be rated ineffective if the respective schools' student results are 0% to 2% above or below the state average. See Table C2

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/5139/124291-y92vNseFa4/Teachers_APPR_Attachments-Tables_Local_noVA_revised_2.doc

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.

Not applicable.

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.

Not Applicable.

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 Thursday, May 03, 2012

Updated Wednesday, January 02, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation 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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Sixty (60) points of teachers' APPR shall be done using the Marshall Rubric in the manner specified in the attached document (Table D3). Each page (Domain) of the Marshall Rubric shall be scored with whole numbers from one (1) to four (4); where a score of one (1) corresponds to Ineffective, two (2) Developing, three (3) Effective, and four (4) Highly Effective. The Domain score will be based on the evidence collected/observed in each subcomponent of the Domain. An average computed by adding the score from each page (Domain) and dividing by six (6) shall be computed for each teacher. Averages will be calculated to one decimal place using normal rounding procedures (i.e. 2.35 would become 2.4). The Teacher Effectiveness Conversion Table, will be used to convert the average score on the six (6) pages (Domains) to points from zero (0) to sixty (60). Each Domain will be assessed holistically at the end of the year based on collected evidence. Classroom observations will be the primary source of data for assessing Domains A, B, C, and D.

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/5091/124292-eka9yMJ855/Teachers Table D3 - Teacher Effectiveness Conversion Table REVISED2.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.	A rating of highly effective is achieved by demonstrating exemplary performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall average score on the Marshall rubric of 3.5 - 4.0.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall average score on the Marshall rubric of 2.5-3.4.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in the performance of planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall average score on the Marshall rubric of 1.5 - 2.4.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective is identified by poor performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall average score on the Marshall rubric on 1.0 - 1.4.

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	4
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Thursday, May 03, 2012

Updated Friday, November 30, 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 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 Thursday, May 03, 2012

Updated Friday, November 30, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/124296-Df0w3Xx5v6/Teacher Improvement Plan 9.6.12 with meeting documentation.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process – the appeals process will be as follows:

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

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

3- Within ten (10) business days, occurring during the school year including summer recess, of receipt of the appeal, the Superintendent of Schools or his/her designee shall render an initial determination, in writing, respecting the appeal. Thereafter, the affected teacher may elect review of the appeal papers by one outside expert who will be chosen from a panel of three persons selected by the District and PCT, which panel shall be established by the parties. The initial panel shall be identified in a separate writing between the parties. The panel composition shall be reviewed annually beginning on July 1, 2013. The panelists shall be selected in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. The cost of expert review shall be borne equally by the parties. The expert may recommend a modification of the TIP, or a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within ten (10) business days of delivery of the written request for review to the panel member. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the teachers and/or a response to the appeal by the teacher's evaluator. The panelist's written review recommendation shall be transmitted to the Superintendent and appellant upon completion. This process will occur in a timely and expeditious manner in accordance with Education Law §3012-c. The Superintendent shall consider the written review recommendation of the panelist and shall issue a written decision within ten (10) days thereof. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure. (The parties acknowledge that nothing herein shall prevent a unit member from offering into evidence the written review recommendation of an outside expert appointed pursuant to his subdivision to the context of a 3020-a discharge proceeding based on a "pattern of ineffective teaching or performance" or "pedagogical incompetence.")

4- An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating.

5- Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated ineffective, effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The principals will serve as the lead evaluators for the teachers in the Plainview-Old Bethpage CSD. All evaluators and lead evaluators have participated and will continue to participate in NYS Race to the Top Network Team Training, Nassau BOCES turnkey training (modules), or locally provided experiences conducted by trained individuals to earn certification and re-certification. The Superintendent or his designee will maintain records of completion of each of the required modules/sessions. The Superintendent will certify to the Board of Education that each of the individuals named as evaluators and lead evaluators have completed the required training. Training will be on-going, and re-certification will be conducted annually. Required Training Elements as prescribed in Commissioner's Regulations will include: 1. The Teaching 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 Marshall Teacher Rubric selected by the district for use in evaluations, including training on the effective application of such rubrics to observe teacher's practice; 5. Application and use of any assessment tools the school district utilizes to evaluate its teachers; 6. Application and use of any State-approved locally selected measures of student achievement used by the district or BOCES to evaluate its principals; 7. Use of the Statewide Instructional Reporting System; 8. The scoring methodology utilized by the Department and/or the district to evaluate a teacher under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of scoring ranges prescribed by the commissioner; 9. Specific consideration in evaluating teachers of English language learners and students with disabilities. In order to enhance and ensure inter-rater reliability, the district is conducting professional development for all principals and district administrators through which the Marshall Rubric is analyzed and applied to teaching scenarios. Each principal and administrator watches a video showing a classroom lesson and gathers evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.

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 Thursday, May 03, 2012

Updated Thursday, December 27, 2012

Page 1

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

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

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

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

9-12
5-8
(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
Kindergarten	State-approved 3rd party assessment	AIMSWEB ELA Assessment
Kindergarten	District, regional, or BOCES-developed	Nassau BOCES Developed Grade Specific Math Assessments
Grades 9 - 12	State assessment	NYS Integrated Algebra Regents Examination
Grades 1-4	State assessment	NYS Grades 3 and 4 ELA and Math Assessments

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.

The building principals will develop rigorous SLOs in collaboration with their evaluators. The SLOs will be based on the same teacher baseline data and applied using similar methodology.

Kindergarten Principal

The Kindergarten Principal can earn up to 5 points for the percentage of students demonstrating growth as determined by the AIMSWEB assessment (see Table 1). The Kindergarten Principal can earn up to 5 additional points (10 points total) for the percentage of students achieving at their individual identified growth target in June on AIMSWEB. Tables 2 and 3 will be used to determine the math score. For the Nassau BOCES Developed Grade Specific Kindergarten Math Assessment, take the score out of 20 points (using Table 3), divide by 2, and round up to determine the final math score out of 10 points. Then, add this score to the AIMSWEB ELA 10-point score to determine final SLO score (20 points).

Grades 1-4 Principal

These principals will use their NYS supplied growth scores

(based on grade 4 ELA and Math assessments) in combination with their identified grade 3 Math and ELA SLOs. Grade 3 principals will set their ELA and Math targets in collaboration with the superintendent. Points will be assigned based on the percentage of students meeting individual growth targets using Table 3. The growth score for each principal will be combined together with the ELA and Math SLO scores in a proportional manner.

Grades 9-12 Principal

If NO state supplied score is supplied for the high school principal, he will use the school-wide Integrated Algebra Regents results using Table 4. The school-wide passing percentage (greater than or equal to 65) will be compared to the state average. The number of percentage points above the state average, using Table 4, will result in the HEDI score.

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

Based on the District's goals and priorities, a large majority of the students in the school meet district target goals on identified assessments.

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

Based on the District's goals and priorities, a majority of the students in the school meet district target goals on identified assessments.

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

Based on the District's goals and priorities, some of the students in the school meet district target goals on identified assessments.

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

Based on the District's goals and priorities, few of the students in the school meet district target goals on identified assessments.

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

assets/survey-uploads/5365/124297-lha0DogRNw/Principals_APPR_SLO_Attachment_Tables_Revised3_1.doc

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 03, 2012

Updated Friday, December 28, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	(d) measures used by district for teacher evaluation	NYS English Regents Examination (school-wide)
5-8	(d) measures used by district for teacher evaluation	NYS ELA and Math assessment in grades 5-8 (school-wide)

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Our two (2) middle schools (grades 5-8) will use the same measures and processes. The same assessments (NYS ELA and Math) will be used in all classrooms in the same grade level. At the high school, the Comprehensive English Regents (January-June composite) will be used. The percentage of students meeting proficiency (scoring at level 3 or 4 on a NYS assessment or greater than or equal to 65 on the Comprehensive English Regents Examination) will be determined for the school. The school proficiency percentage will be compared to the state-wide percentage, and a difference (delta) will be calculated. The principal's score will be based on the number of percentage points the school scores above the state-wide value. The negotiated table, TABLE 5 – 15 Point Local Assessment Scale Table (value added), will be used if the State Education Department approves and implements a value-added system. Principals can achieve all scale points from 0 to 15.</p>
--	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, the school scores significantly above (35-45% or greater) the state average on the identified state assessment(s).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, the school scores above (9-34%) the state average on the identified state assessment(s).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, the school scores slightly above (3-8%) the state average on the identified state assessment(s).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's goals and priorities, the school scores on par (0-2% above, or below) with the state average on the identified state assessment(s).

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/5366/124298-qBFVOWF7fC/Principals Table 5 - 15 Point Local with Value Added Revised_1.doc

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
Grade K	(d) measures used by district for teacher evaluation	NYS ELA and Math assessment in grades 3 and 4 (school-wide)
Grades 9-12	(d) measures used by district for teacher evaluation	NYS English Regents Examination
Grades 1-4	(d) measures used by district for teacher evaluation	NYS Grades 3 and 4 ELA and Math Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	There is only one school with a kindergarten only grade configuration. This section will also apply to our four grades 1-4 principals. In the event that the State does not develop a value added system for high schools, this section will also apply to the high school Principal (grades 9-12). The same assessments will be used in all classrooms in the same grade level. The percentage of students meeting proficiency (scoring at level 3 or 4 on a NYS assessment or greater than or equal to 65 on the
---	--

Comprehensive English Regents Examination) will be determined on a school-wide basis. This proficiency percentage will be compared to the state-wide percentage, and a difference (delta) will be calculated. The principal's score will be based on the number of percentage points the school scores above the state-wide value. The negotiated table, TABLE 4 – 20 Point Local Assessment Scale Table (no value added), will be used. Principals can achieve all scale points from 0 to 20.

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

Based on the District's goals and priorities, the school scores significantly above (25-45% or greater) the state average on the identified state assessment(s).

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

Based on the District's goals and priorities, the school scores above (9-24%) the state average on the identified state assessment(s).

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

Based on the District's goals and priorities, the school scores slightly above (4-8%) the state average on the identified state assessment(s).

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

Based on the District's goals and priorities, the school scores on par with (0-3% above, or below) the state average on the identified state assessment(s).

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

(No response)

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

assets/survey-uploads/5366/124298-T8MIGWUVm1/Principals Table 4 - 20 Point Local with NO Value Added Revised_3.doc

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.

not applicable

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.

not applicable

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 03, 2012

Updated Friday, December 28, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation 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)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district shall utilize the Marshall rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. Sixty (60) points of principal' APPR shall be done using the Marshall Rubric. It is further agreed that each page (Domain) of the Marshall Rubric shall be scored with whole numbers from one (1) to four (4); where a score of one (1) corresponds to Ineffective, two (2) Developing, three (3) Effective, and four (4) Highly Effective. The Domain score will be based on the evidence collected/observed in each subcomponent of the Domain. An average computed by adding the score from each page (Domain) and dividing by six (6) shall be computed for each principal. Averages will be calculated to one decimal place using normal rounding procedures (i.e. 2.35 would become 2.4). TABLE 7 – Principal Effectiveness Conversion Table, will be used to convert the average score on the six (6) pages (Domains) to points of from zero (0) to sixty (60).

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

assets/survey-uploads/5143/124299-pMADJ4gk6R/Principals Table 7 - Principal Effectiveness Conversion Table REVISED2.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 standards.	The highly effective rating is achieved by demonstrating exemplary performance. The overall composite score for this rating will range from 59-60, which equates to an average rubric score of 3.5 - 4.0.
Effective: Overall performance and results meet standards.	The effective rating is achieved by arriving at an overall composite score in the range from 57-58 which equates to an average rubric score of 2.5 - 3.4
Developing: Overall performance and results need improvement in order to meet standards.	The developing rating is achieved by arriving at an overall composite score in the range from 50-56 which equates to an average rubric score of 1.5 - 2.4
Ineffective: Overall performance and results do not meet standards.	The ineffective rating is achieved by arriving at an overall composite score in the range from 0-49 which equates to an average rubric score of 1.0 - 1.4

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, May 03, 2012

Updated Thursday, November 01, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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 Thursday, May 03, 2012

Updated Friday, January 04, 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/5276/124303-Df0w3Xx5v6/PIP_Form_POB.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principal APPR Appeal Process

1. Appeals of annual professional performance reviews may be brought for Ineffective or Developing. An appeal may only be initiated once a principal receives the overall composite score and rating.

2. A draft annual evaluation shall be presented to the Building Principal at a meeting between the administrator and the Superintendent of Schools, in June of each year.

3. *Within five (5) business days of the meeting, the Superintendent shall issue the final evaluation reflecting the discussions held at this meeting.*

4. *Within five (5) business days of the receipt of the annual evaluation providing a rating set forth above, the principal may appeal the annual evaluation to the Superintendent of Schools or his/her designee. 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. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals are limited to those identified by Education Law §3012-c, as follows:*

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

5. *Any issue(s) not raised in the written appeal shall be deemed waived.*

6. *Within five (5) business days of receipt of an appeal, the District must submit a detailed written response to the appeal. Such decision shall be a final decision made by the Superintendent. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The superintendent must affirm, set aside, or modify the initial rating. A copy of the Superintendent's decision shall be provided to the principal.*

7. *The determination of the Superintendent of Schools as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other form. Procedural issues that will be set forth in this section shall be subject to the grievance machinery in the contract.*

8. *Should a principal receive a rating of Developing or Ineffective for a second consecutive year, the appeal will be made to a committee that will consist of:*

- a. One representative for the District;*
- b. One representative for the Administrators' and Supervisors' Association (ASA); and*
- c. One third party representative mutually agreed upon by the District and ASA.*

This appeals process will occur in a timely and expeditious manner in accordance with Education Law §3012-c. The committee shall be identified in a separate writing between the parties. The committee review shall be completed within ten (10) business days of delivery of the written request for review to the committee members. No hearing shall be held and the review shall be based solely upon the original draft evaluation and subsequent final evaluation. The committee's written review recommendation shall be transmitted to the Superintendent and appellant upon completion. The Superintendent shall consider the written review recommendation of the committee and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure.

9. *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.*

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The superintendent will serve as the lead evaluator for all principals in the Plainview-Old Bethpage CSD. All evaluators and lead evaluators have participated and will continue to participate in NYS Race to the Top Network Team Training, Nassau BOCES turnkey training, or locally provided experiences conducted by trained individuals to earn certification and re-certification. The Superintendent or his designee will maintain records of completion of each of the required modules. The Superintendent will certify to the Board of Education that each of the individuals named as evaluators and lead evaluators have completed the required training. Training will be on-going and re-certification will be conducted annually. Required Training Elements as prescribed in Commissioner's Regulations will include: 1. The Leadership Standards (ISLLC, 2008) 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 principal rubric/s selected by the district for use in evaluations, including training on the effective application of such rubrics to observe principal's practice;
5. Application and use of any assessment tools the school district utilizes to evaluate its building principals;
6. Application and use of any State-approved locally selected measures of student achievement used by the district to evaluate its principals;
7. Use of the Statewide Instructional Reporting System; 8. The scoring methodology utilized by the Department and/or the district to evaluate a principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of scoring ranges prescribed by the commissioner; 9. Specific consideration in evaluating principals of English language learners and students with disabilities. In order to enhance and ensure inter-rater reliability, the district is conducting professional development for all principals and district administrators through which the Marshall Rubric is analyzed and applied to various scenarios.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, May 03, 2012

Updated Friday, January 04, 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/5581/124304-3Uqgn5g9Iu/Certification_1-4-13.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.

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
Grade 6 Spanish	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 6 Spanish assessment
Grade 7 Spanish	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 7 Spanish assessment
Grade 10 Spanish	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 10 Spanish assessment
Grade 11 Spanish	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 11 Spanish assessment
Grade 12	<input type="radio"/> State Assessment <input type="radio"/>	Plainview Old Bethpage developed grade 12

Spanish	<input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Spanish assessment
Grade 5 French	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 5 French assessment
Grade 6 French	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 6 French assessment
Grade 7 French	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 7 French assessment
Grade 10 French	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 10 French assessment
Grade 11 French	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 11 French assessment

Grade 12 French	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 12 French assessment
Grade 8 French	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Nassau Foreign Language Association developed grade 8 French assessment
Grade 9 French	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Nassau Foreign Language Association developed grade 9 French assessment
Technology Grade 8	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 8 Technology assessment
Technology Grade 9	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 9 Technology assessment
Technology Grade 10	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment 	Plainview Old Bethpage developed



	<ul style="list-style-type: none"> <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	grade 10 Technology assessment
Technology Grade 11	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 11 Technology assessment
Technology Grade 12	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 12 Technology assessment
Reading Grade Specific	<ul style="list-style-type: none"> <input checked="" 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 	NYS Grade and Course-Specific Assessments
Special Education Grade Specific	<ul style="list-style-type: none"> <input checked="" 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 	NYS Grade and Course-Specific Assessments
Library Grade 1	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 1 Library assessment

Library Grade 2	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 2 Library assessment
Library Grade 3	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 3 Library assessment
Library Grade 4	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 4 Library assessment
Orchestra Grade 7/8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grades 7/8 Orchestra assessment
Chorus Grade 7/8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 7/8 Chorus assessment
Band Grade 7/8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	Plainview Old Bethpage developed grade 7/8 Band

	<ul style="list-style-type: none"> <input type="radio"/> School/BOCES-wide/group/team results based on State 	assessment
General Music Grade 1	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 1 General Music assessment
General Music Grade 2	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 2 General Music assessment
General Music Grade 3	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 3 General Music assessment
General Music Grade 4	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 4 General Music assessment
General Music Grade 5	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 5 General Music assessment
General Music	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment 	Plainview Old Bethpage

Grade 6	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	developed grade 6 General Music assessment
General Music Grade 7	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 7 General Music assessment
General Music Grade 8	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 8 General Music assessment
Business Grade 10	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 10 Business assessment
Business Grade 11	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 11 Business assessment
Business Grade 12	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results 	Plainview Old Bethpage developed grade 12 Business assessment

		based on State	
Art Grade 1	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State		Plainview Old Bethpage developed grade 1 Art assessment
Art Grade 2	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State		Plainview Old Bethpage developed grade 2 Art assessment
Art Grade 3	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State		Plainview Old Bethpage developed grade 3 Art assessment
Art Grade 4	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State		Plainview Old Bethpage developed grade 4 Art assessment
Art Grade 5	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State		Plainview Old Bethpage developed grade 5 Art assessment
Art Grade 6	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment		Plainview Old Bethpage developed



	<ul style="list-style-type: none"> <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	grade 6 Art assessment
Art Grade 7	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 7 Art assessment
Art Grade 8	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 8 Art assessment
Art Grade 9	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 9 Art assessment
Art Grade 10	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 10 Art assessment
Art Grade 11	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 11 Art assessment

<p>Art Grade 12</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Plainview Old Bethpage developed grade 12 Art assessment</p>
<p>Home and Careers Grade 6</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Plainview Old Bethpage developed grade 6 Home and Careers assessment</p>
<p>Physical Education Grade 1</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Plainview Old Bethpage developed grade 1 Physical Education assessment</p>
<p>Physical Education Grade 2</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Plainview Old Bethpage developed grade 2 Physical Education assessment</p>
<p>Physical Education Grade 3</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Plainview Old Bethpage developed grade 3 Physical Education assessment</p>
<p>Physical Education Grade 4</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed 	<p>Plainview Old Bethpage developed grade 4 Physical</p>

	<input type="radio"/> School/BOCES-wide/group/team results based on State	Education assessment
Physical Education Grade 5	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 5 Physical Education assessment
Physical Education Grade 6	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 6 Physical Education assessment
Physical Education Grade 7	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 7 Physical Education assessment
Physical Education Grade 8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 8 Physical Education assessment
Physical Education Grade 9	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 9 Physical Education assessment
Physical Education	<input checked="" type="radio"/> State Assessment <input type="radio"/>	Plainview Old Bethpage

Grade 10	<ul style="list-style-type: none"> <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	developed grade 10 Physical Education assessment
Physical Education Grade 11	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage Physical developed grade 11 Education assessment
Physical Education Grade 12	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 12 Physical Education assessment
Health Grade 6	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 6 Health assessment
Health Grade 8	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Plainview Old Bethpage developed grade 8 Health assessment
Health Grade 10	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results 	Plainview Old Bethpage developed grade 10 Health assessment

	based on State	
Health Grade 12	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Plainview Old Bethpage developed grade 12 Health assessment

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.	<p>THE SLOs for all other courses listed above will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on prior academic performance of the students assigned to the teacher. The prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale of 0-4, Table B2. The target results will be aligned to the HEDI scale as referenced in Table B1. Teachers can achieve all scale points from 0-20. SLO Performance Level Targets (B2), shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100). Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target. Table B1 applies to teachers whose assignments do not end in a state provided growth</p>
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	score. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates teacher performance results in student learning that surpasses District expectations (88% or greater of students). See Table B1
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates teacher performance results in student learning that aligns with District expectations (34% to 87% of students). See Table B1
Developing (3 - 8 points) Results are below District goals for similar students.	Evidence indicates teacher performance results in student learning that approaches but does not fully align with District expectations (11% to 33% of students) See Table B1
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates teacher performance does not result in student learning that aligns with District expectations (0% to 10% of students). See Table B1

**Table B1
Student Learning Objective (SLO) Table ~ 20-Point Scale**

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by NYSED regulations.

	HEDI Points	Percent of Students Achieving the SLO Target	HEDI scores and Mastery Range	
Ineffective	0	0%	0%	to 3%
	1	4%	4%	to 7%
	2	8%	8%	to 10%
Developing	3	11%	11%	to 14%
	4	15%	15%	to 18%
	5	19%	19%	to 22%
	6	23%	23%	to 25%
	7	26%	26%	to 29%
	8	30%	30%	to 33%
Effective	9	34%	34%	to 39%
	10	40%	40%	to 45%
	11	46%	46%	to 51%
	12	52%	52%	to 57%
	13	58%	58%	to 63%
	14	64%	64%	to 69%
	15	70%	70%	to 75%
	16	76%	76%	to 81%
	17	82%	82%	to 87%
Highly Effective	18	88%	88%	to 93%
	19	94%	94%	to 97%
	20	100%	98%	to 100%

Please Note:

This table applies to teachers whose assignments do not end in a state provided growth score, with the exception of K-2 ELA. Each of these teachers shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s), as indicated above.

For the Nassau BOCES Developed Grade Specific K-2 Math Assessments, take the score out of 20 points (using table above), divide by 2, and round up to determine the final math score out of 10 points. Then, add this score to the AIMSWEB ELA 10-point score (see Table C4 - separate table) to determine final SLO score (20 points).

Table B2

SLO Performance Level Targets

Performance levels assigned to baseline and June scores to track student growth.

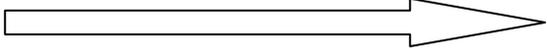
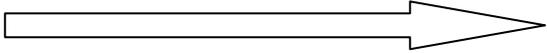
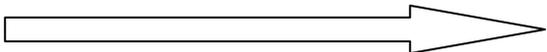
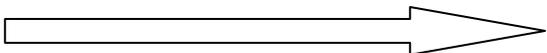
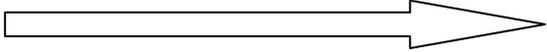
Baseline Student Score	Performance Level Assigned
0 – 40 	0
41 – 54 	1
55 – 64 	2
65 – 84 	3
85 – 100 	4

TABLE B2 – SLO Performance Level Targets, shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100) as shown above. Teachers and principals will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target..

It is agreed that a child that scores at a level 4 in the fall and maintains a level 4 for the spring assessment will be considered to have met his/her growth target.

Table C4
APPR “SLO 20%” Distribution
(Grades K-2 (ELA) AimsWEB – 10 points max)

% of Students showing growth	Points	% of Students Meeting Individual Growth Targets	Points
81-100%	5	81-100%	5
61-80%	4	61-80%	4
41-60%	3	41-60%	3
21-40%	2	21-40%	2
6-20%	1	6-20%	1
0-5%	0	0-5%	0

Please Note:

This table applies to teachers whose assignments do not end in a state provided growth score. Each of these teachers shall receive a score from zero (0) to twenty (10) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by teachers and their supervisor(s), as indicated above.

Teachers can earn up to 5 points for the percentage of students demonstrating growth as determined by the AIMSWEB Box and Whiskers graph for each individual child. Teachers can earn up to 5 additional points (10 points total) for the percentage of students achieving at their individual identified growth target in June on the AIMSWEB Box and Whiskers graph. The targets will be based on National Norms provided by AIMSWEB.

C3 - 15 Point Local Assessment Scale Table (with value-added) Grades K-12, based on state exams (Regents and 3-8 NYS assessments)

Note: The point values and ranges on the HEDI point scale (from zero to 15) are determined by NYSED regulations. Numbers below represent the difference (Δ) from the NYS average in state assessment proficiency percentage (3 or better) for the entity (school or district).

	HEDI Points	Difference (Δ) from the State Average	Range of Difference (Δ) from the State Average
Ineffective	0	0%	<0% to 0%
	1	1%	1% to 1%
	2	2%	2% to 2%
Developing	3	3%	3% to 4%
	4	5%	5% to 5%
	5	6%	6% to 6%
	6	7%	7% to 7%
	7	8%	8% to 8%
Effective	8	9%	9% to 12%
	9	13%	13% to 16%
	10	17%	17% to 19%
	11	20%	20% to 24%
	12	25%	25% to 29%
	13	30%	30% to 34%
Highly Effective	14	35%	35% to 44%
	15	45%	45% to >45%

$$\Delta = [\text{POB (school)} - \text{State Average}]$$

Notes:

All grades will use a school-wide comparison.

ELA and Math averages will be mathematically averaged to arrive at one numeric score.

All rounding will follow commonly accepted mathematical rules for rounding.

C2 - 20 Point Local Assessment Scale Table (no value-added) Grades K-12, based on state exams (Regents and 3-8 NYS assessments)

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by NYSED regulations. Numbers below represent the difference (Δ) from the NYS average in state assessment proficiency percentage (3 or better) for the entity (school or district).

	HEDI Points	Difference (Δ) from the State Average	Range of Difference (Δ) from the State Average	
Ineffective	0	0%	<0%	to 0%
	1	1%	1%	to 1%
	2	2%	2%	to 2%
Developing	3	3%	3%	to 3%
	4	4%	4%	to 4%
	5	5%	5%	to 5%
	6	6%	6%	to 6%
	7	7%	7%	to 7%
	8	8%	8%	to 8%
Effective	9	9%	9%	to 9%
	10	10%	10%	to 11%
	11	12%	12%	to 13%
	12	14%	14%	to 15%
	13	16%	16%	to 17%
	14	18%	18%	to 19%
	15	20%	20%	to 20%
	16	21%	21%	to 22%
	17	23%	23%	to 24%
Highly Effective	*18	25%	25%	to 29%
	*19	30%	30%	to 44%
	*20	45%	45%	to >45%

Δ = [POB (school or district) – State Average]

Notes:

All grades will use a school-wide comparison.

ELA and Math averages will be mathematically averaged to arrive at one numeric score.

All rounding will follow commonly accepted mathematical rules for rounding.

*In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner:

93-95% *18 points

96-98% *19 points

99-100% *20 points

Table D3 – Teacher Effectiveness Conversion Table

Total Average rubric score	Category	Conversion score for composite
-----------------------------------	-----------------	---------------------------------------

Ineffective 0-49

1.0		0
1.1		12
1.2		25
1.3		37
1.4		49

Developing 50-56

1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2.0		54
2.1		54
2.2		55
2.3		56
2.4		56

Effective 57-58

2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58

Highly Effective 59-60

3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4.0		60

**Table 1 - APPR “SLO 20%” Distribution
(Grades K Principal – AIMSWEB (ELA) – 10 points max)**

% of Students showing growth	Points	% of Students Meeting Target	Points
81-100%	5	81-100%	5
61-80%	4	61-80%	4
41-60%	3	41-60%	3
21-40%	2	21-40%	2
6-20%	1	6-20%	1
0-5%	0	0-5%	0

Please Note:

This table applies to the Kindergarten Principal only. The Kindergarten Principal shall receive a score from zero (0) to twenty (10) points based on the performance of her students on a Student Learning Objective (SLO) developed cooperatively by the principal and her evaluator, as indicated above.

The Kindergarten Principal can earn up to 5 points for the percentage of students demonstrating growth as determined by the AIMSWEB Box and Whiskers graph for each individual child. The Kindergarten Principal can earn up to 5 additional points (10 points total) for the percentage of students achieving at their individual identified growth target in June on the AIMSWEB Box and Whiskers graph. The targets will be based on National Norms provided by AIMSWEB.

Table 2 - SLO Performance Level Targets

Performance levels assigned to baseline and June scores to track student growth in Grade K on Nassau BOCES Developed Grade Level Specific Math Assessments.

Baseline Score	Performance Level Assigned
0 – 40	0
41 – 54	1
55 – 64	2
65 – 84	3
85 – 100	4

TABLE B2 – SLO Performance Level Targets, shows the performance levels that will be assigned to various baseline and end-of-year scores to track student growth. A performance level (0-4) is assigned to each student baseline score (0-100) as shown above. The principal and her evaluator will collaboratively specify the growth target for each student. Moving up one performance level will constitute the growth target for each child. For example, a child scoring a 50 on the fall baseline assessment would be assigned a baseline performance level of 1. The child would need to achieve a minimum score of 55 on the spring assessment to move up one performance level (level 2) and be considered to have grown and met his/her growth target..

It is agreed that a child that scores at a level 4 in the fall and maintains a level 4 for the spring assessment will be considered to have met his/her growth target.

Table 3 - Student Learning Objective (SLO) Table - 20-Point Scale

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by NYSED regulations.

	HEDI Points	Percent of Students Achieving the SLO Target	HEDI scores and Mastery Range		
Ineffective	0	0%	0%	to	3%
	1	4%	4%	to	7%
	2	8%	8%	to	10%
Developing	3	11%	11%	to	14%
	4	15%	15%	to	18%
	5	19%	19%	to	22%
	6	23%	23%	to	25%
	7	26%	26%	to	29%
	8	30%	30%	to	33%
Effective	9	34%	34%	to	39%
	10	40%	40%	to	45%
	11	46%	46%	to	51%
	12	52%	52%	to	57%
	13	58%	58%	to	63%
	14	64%	64%	to	69%
	15	70%	70%	to	75%
	16	76%	76%	to	81%
	17	82%	82%	to	87%
Highly Effective	18	88%	88%	to	93%
	19	94%	94%	to	97%
	20	100%	98%	to	100%

Please Note:

This table applies to principals whose assignments do not end in a state provided growth score. Each of these principals shall receive a score from zero (0) to twenty (20) points based on the performance of their students on a Student Learning Objective (SLO) developed cooperatively by the principal and his/her evaluator, as indicated above.

For the Nassau BOCES Developed Grade Specific Kindergarten Math Assessment, take the score out of 20 points (using table above), divide by 2, and round up to determine the final math score out of 10 points. Then, add this score to the AIMSWEB ELA 10-point score (see Table 1 - separate table) to determine final SLO score (20 points).

Table 4 - 20 Point SLO Table

Grades K-12, based on state exams (Regents and 3-8 NYS assessments)

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by NYSED regulations. Numbers below represent the difference (Δ) from the NYS average in state assessment proficiency percentage (3 or better on NYS Assessment, or greater than or equal to 65 on Regents Exam) for the entity (school or district).

	HEDI Points	Difference (Δ) from the State Average	Range of Difference (Δ) from the State Average		
Ineffective	0	0%	<0%	to	0%
	1	1%	1%	to	1%
	2	2%	2%	to	2%
Developing	3	3%	3%	to	3%
	4	4%	4%	to	4%
	5	5%	5%	to	5%
	6	6%	6%	to	6%
	7	7%	7%	to	7%
	8	8%	8%	to	8%
Effective	9	9%	9%	to	9%
	10	10%	10%	to	11%
	11	12%	12%	to	13%
	12	14%	14%	to	15%
	13	16%	16%	to	17%
	14	18%	18%	to	19%
	15	20%	20%	to	20%
	16	21%	21%	to	22%
	17	23%	23%	to	24%
Highly Effective	*18	25%	25%	to	29%
	*19	30%	30%	to	44%
	*20	45%	45%	to	>45%

$\Delta = [\text{POB (school or district)} - \text{State Average}]$

Notes:

All principals will use their school-wide comparison.

ELA and Math averages will be mathematically averaged to arrive at one numeric score.

All rounding will follow commonly accepted mathematical rules for rounding.

*Note: In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner:

93-95% *18 points

96-98% *19 points

99-100% *20 points

Table 5 - 15 Point Local Assessment Scale Table (with value-added)

Grades K-12, based on state exams (Regents and 3-8 NYS assessments)

Note: The point values and ranges on the HEDI point scale (from zero to 15) are determined by NYSED regulations. Numbers below represent the difference (Δ) from the NYS average in state assessment proficiency percentage (3 or better) for the entity (school or district).

	HEDI Points	Difference (Δ) from the State Average	Range of Difference (Δ) from the State Average	
Ineffective	0	0%	<0%	to 0%
	1	1%	1%	to 1%
	2	2%	2%	to 2%
Developing	3	3%	3%	to 4%
	4	5%	5%	to 5%
	5	6%	6%	to 6%
	6	7%	7%	to 7%
	7	8%	8%	to 8%
Effective	8	9%	9%	to 12%
	9	13%	13%	to 16%
	10	17%	17%	to 19%
	11	20%	20%	to 24%
	12	25%	25%	to 29%
	13	30%	30%	to 34%
Highly Effective	14	35%	35%	to 44%
	15	45%	45%	to >45%

$$\Delta = [\text{POB (school or district)} - \text{State Average}]$$

Notes:

All principals will use their school-wide comparison.

ELA and Math averages will be mathematically averaged to arrive at one numeric score.

All rounding will follow commonly accepted mathematical rules for rounding.

Table 4 - 20 Point Local/SLO Assessment Scale Table (no value-added)

Grades K-12, based on state exams (Regents and 3-8 NYS assessments)

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by NYSED regulations. Numbers below represent the difference (Δ) from the NYS average in state assessment proficiency percentage (3 or better) for the entity (school or district).

	HEDI Points	Difference (Δ) from the State Average	Range of Difference (Δ) from the State Average		
Ineffective	0	0%	<0%	to	0%
	1	1%	1%	to	1%
	2	2%	2%	to	2%
Developing	3	3%	3%	to	3%
	4	4%	4%	to	4%
	5	5%	5%	to	5%
	6	6%	6%	to	6%
	7	7%	7%	to	7%
	8	8%	8%	to	8%
Effective	9	9%	9%	to	9%
	10	10%	10%	to	11%
	11	12%	12%	to	13%
	12	14%	14%	to	15%
	13	16%	16%	to	17%
	14	18%	18%	to	19%
	15	20%	20%	to	20%
	16	21%	21%	to	22%
	17	23%	23%	to	24%
Highly Effective	*18	25%	25%	to	29%
	*19	30%	30%	to	44%
	*20	45%	45%	to	>45%

$\Delta = [\text{POB (school)} - \text{State Average}]$

Notes:

All principals will use their school-wide comparison.

ELA and Math averages will be mathematically averaged to arrive at one numeric score.

All rounding will follow commonly accepted mathematical rules for rounding.

*Note: In cases where the district achievement is greater than or equal to 93%, points will be awarded in the following manner:

93-95% *18 points

96-98% *19 points

99-100% *20 points

Table 7 – Principal Effectiveness Conversion Table

Total Average rubric score	Category	Conversion score for composite
-----------------------------------	-----------------	---------------------------------------

Ineffective 0-49

1.0		0
1.1		12
1.2		25
1.3		37
1.4		49

Developing 50-56

1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2.0		54
2.1		54
2.2		55
2.3		56
2.4		56

Effective 57-58

2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3.0		58
3.1		58
3.2		58
3.3		58
3.4		58

Highly Effective 59-60

3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4.0		60

**PLAINVIEW-OLD BETHPAGE 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):

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.

Superintendent’s Signature and date _____

Principal’s Signature and date _____

TEACHER IMPROVEMENT PLAN
 (To be completed jointly by teacher, Peer Mentor, and administrator)

Name: _____ Building: _____ Grade/Subject: _____

AREA(S) NEEDING IMPROVEMENT	DISTRICT OBLIGATION(S)	TEACHER OBLIGATION(S)	TIMELINE FOR COMPLETION	EXPECTED OUTCOMES & EVIDENCE

Teacher's Signature

Date

Building Administrator's Signature

Date

Administrator's Signature Overseeing TIP

Date

TEACHER IMPROVEMENT PLAN
 (To be completed jointly by teacher, Peer Mentor, and administrator)

TIP Follow-Up/Review Meeting

Meeting Date: _____

Location: _____

TIP Area(s) In Need of Improvement Discussed:

AREA(S) NEEDING IMPROVEMENT	DISCUSSION

Expected Outcomes/Evidence, progress, and Timeline (next meeting):

EXPECTED OUTCOMES & EVIDENCE	DOCUMENTED PROGRESS	TIMELINE

Meeting Attendees:

Signature

Signature

Signature

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:

Rosanna R Lewis 1/2/2013

Teachers Union President Signature: Date:

Walter R. Ramey 1/3/13

Administrative Union President Signature: Date:

Alison Clark 1/3/2013

Board of Education President Signature: Date:

Jay P. News 1/4/2013