



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

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August 19, 2015

Revised

Dr. Kenneth R. Bossert, Superintendent
Port Jefferson Union Free School District
550 Scraggy Hill Road
Port Jefferson, NY 11777

Dear Superintendent Bossert:

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

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Dean T. Lucera

NOTE:

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

Annual Professional Performance Reviews

Created: 08/28/2014

Last updated: 04/14/2015

The contents of this form represent the Annual Professional Performance Review Plan for classroom teachers and building principals of . The primary objective of teacher and principal evaluation is to provide educators the feedback they need to improve instruction and help every student attain college and career readiness. Pursuant to Education Law Section 3012-c, this Annual Professional Performance Review Plan is being submitted to the Commissioner on behalf of for the review of all its classroom teachers and building principals. Once approved, will post this form online for all member of the community so everyone understands what expects of its classroom teachers and building principals.

NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

580206020000

1.2) School District Name:

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

Port Jefferson Union Free School District

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 12/29/2014

Last updated: 08/14/2015

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

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Grades K-2: will use the school building score as determined by NYSED, based on the Grades 4 & 5 ELA and Math assessments. NYSED provides the school building score, which combines ELA and math. The district will use this combined score, as calculated by NYSED. If needed to convert from a Value Added model, a 25-to-20 point conversion chart is uploaded in Task 2.11 - see HEDI Table 2.11C.</p> <p>Grade 3: Using baseline data, the Principal will set a minimum rigor expectation for growth, for the percentage of students earning a level 3 or higher, which will result in a HEDI score, illustrated in Table B 2014-2015. Note - there is a Table B 2015-2016 and beyond. The NYSED HEDI Calculator will be used to combine the HEDI scores for ELA and Math, each on a scale of 0-20 to determine the Growth Score. Teachers can achieve all scale points.</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K-2: Determined by NYSED Grade 3: see HEDI Table 2.11B
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2: Determined by NYSED Grade 3: see HEDI Table 2.11B
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2: Determined by NYSED Grade 3: see HEDI Table 2.11B
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2: Determined by NYSED Grade 3: see HEDI Table 2.11B

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Grades K-2: will use the school building score as determined by NYSED, based on the Grades 4 & 5 ELA and Math assessments. NYSED provides the school building score, which combines ELA and math. The district will use this combined score, as calculated by NYSED. If needed to convert from a Value Added model, a 25-to-20 point conversion chart is uploaded in Task 2.11 - see HEDI Table 2.11C.</p> <p>Grade 3: Using baseline data, the Principal will set a minimum rigor expectation for growth, for the percentage of students earning a level 3 or higher, which will result in a HEDI score, illustrated in Table B 2014-2015. Note - there is a Table B 2015-2016 and beyond, for use in 2015-2016 and later.</p> <p>The NYSED HEDI Calculator will be used to combine the HEDI scores for ELA and Math, each on a scale of 0-20 to determine the Growth Score. Teachers can achieve all scale points.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K-2: Determined by NYSED Grade 3: see HEDI Table 2.11B
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2: Determined by NYSED Grade 3: see HEDI Table 2.11B

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2: Determined by NYSED Grade 3: see HEDI Table 2.11B
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2: Determined by NYSED Grade 3: see HEDI Table 2.11B

2.4) Grades 6-8 Science

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

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

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Grades 6-7 Science: School-wide results based on the NYS Grades 6, 7 & 8 ELA Assessments. Using baseline data, the Principal will set a minimum rigor expectation for growth, for the percentage of students earning a level 3 or higher, which will result in a HEDI score, illustrated in Table B 2014-2015. Note - there is a Table B 2015-2016 and beyond, for use in 2015-2016 and later. Teachers can achieve all scale points.</p> <p>Grade 8 Science: The SLO for Grade 8 Science will use the NYS Grade 8 Science Assessment. Using historical data teachers will set individual growth targets, which will be approved by the Principal. The percentage of students meeting the growth targets will be converted to a scale score of 0-20. The scale is shown in Table 2.11 A. Teachers can achieve all points from 0-20.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grades 6 & 7 Science: see HEDI Table 2.11B Grade 8 Science: see HEDI Table 2.11A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grades 6 & 7 Science: see HEDI Table 2.11B Grade 8 Science: see HEDI Table 2.11A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grades 6 & 7 Science: see HEDI Table 2.11B Grade 8 Science: see HEDI Table 2.11A
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grades 6 & 7 Science: see HEDI Table 2.11B Grade 8 Science: see HEDI Table 2.11A

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
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6	School- or BOCES-wide, group or team results based on State assessments	The NYS Grades 6, 7, and 8 ELA Assessment.
7	School- or BOCES-wide, group or team results based on State assessments	The NYS Grades 6, 7, and 8 ELA Assessment.
8	School- or BOCES-wide, group or team results based on State assessments	The NYS Grades 6, 7, and 8 ELA 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades 6-8 Social Studies: School-wide results based on the NYS Grades 6, 7 & 8 ELA Assessments. Using baseline data, the Principal will set a minimum rigor expectation for growth for the percentage of students earning a level 3 or higher, which will result in a HEDI score, illustrated in Table 2.11B 2014-2015. Note - there is a Table B 2015-2016 and beyond, for use in 2015-2016 and later. Teachers can achieve all scale points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Grades 6-8 Social Studies: see HEDI Table 2.11B
Effective (9 - 17 points) Results meet District goals for similar students.	Grades 6-8 Social Studies: see HEDI Table 2.11B
Developing (3 - 8 points) Results are below District goals for similar students.	Grades 6-8 Social Studies: see HEDI Table 2.11B
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Grades 6-8 Social Studies: see HEDI Table 2.11B

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	Port Jefferson Developed 9th Grade Social Studies 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for High School Social Studies Global 1, Global 2, and American History will be rigorous and comparable. All students in the same course, including all sections of that course, will take either the Port Jefferson Developed 9th Grade Social Studies Assessment, or the NYS Regents for Global History, or the NYS Regents for US History. Individual growth targets will be set by the teachers based on historical data. The individual growth targets will be approved by the Principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11A. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated as Highly Effective if 85% or greater of his/her students meet the growth target. The scale is shown in Table 2.11A.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated as Effective if 65% to 84% of his/her students meet the growth target. The scale is shown in Table 2.11A.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated as Developing if 50% to 64% of his/her students meet the growth target. The scale is shown in Table 2.11A.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated as Ineffective if 0% to 49% of his/her students meet the growth target. The scale is shown in Table 2.11A.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for High School Science classes that include a NYS Regents will be rigorous and comparable. All students in the same course, in all sections of that course, will take the appropriate NYS Science Regents exam for that course as the post-assessment. Individual growth targets will be set by the teachers based on historical data. The individual growth targets will be approved by the Principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11A. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated as Highly Effective if 85% or greater of his/her students meet the growth target. The scale is shown in Table 2.11A.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated as Effective if 65% to 84% of his/her students meet the growth target. The scale is shown in Table 2.11A.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated as Developing if 50% to 64% of his/her students meet the growth target. The scale is shown in Table 2.11A.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated as Ineffective if 0% to 49% of his/her students meet the growth target. The scale is shown in Table 2.11A.
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2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The SLOs for High School math classes that include a NYS Regents will be rigorous and comparable.</p> <ul style="list-style-type: none"> * Students in Algebra I will take the NYS Common Core Algebra Regents. * Students in Geometry will take both the Common Core Geometry Regents and the 2005 Standards Geometry Regents and the higher score will be used for teacher evaluation. * When 2 or more Regents exams are given in the same year, the higher score will be used for the SLO. * The district will administer the Common Core Regents Exams as per NYSED guidelines. <p>All students in the same course, in all sections of that course, will take the same NYS Math Regents exam for that course as the post-assessment as described above. Individual growth targets will be set by the teachers based on historical data. The individual growth targets will be approved by the Principal. The percentage of students meeting the growth targets will be converted to a scale score of 0 to 20. The scale is shown in 2.11A. Teachers can achieve all scale points from 0 to 20.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated as Highly Effective if 85% or greater of his/her students meet the growth target. The scale is shown in Table 2.11A.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated as Effective if 65% to 84% of his/her students meet the growth target. The scale is shown in Table 2.11A.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated as Developing if 50% to 64% of his/her students meet the growth target. The scale is shown in Table 2.11A.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated as Ineffective if 0% to 49% of his/her students meet the growth target. The scale is shown in Table 2.11A.

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	Port Jefferson Developed 9th Grade English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Port Jefferson Developed 10th Grade English Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents and the Regents in ELA - Common Core

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The SLOs for High School English 9, English 10, and English 11 will be rigorous and comparable. All students in the same course, including all sections of that course, will take the same post-assessment, the Port Jefferson Developed English 9 Assessment, the Port Jefferson Developed English 10 Assessment, and the Regents Exam in 11th grade.</p> <p>* In June 2015 the Comprehensive Regents in English will be administered and used for the SLO.</p> <p>* In June 2016 and beyond, when both the Comprehensive English Regents and the Regents in ELA - Common Core are offered, the district may administer both Regents exams, and the higher score will be used for teacher evaluation.</p> <p>* The district will administer the Common Core Regents Exam as per NYSED guidelines.</p> <p>Individual growth targets will be set by the teachers, based on historical data. The individual growth targets will be approved by the Principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11A. Teachers can achieve all scale points from 0 to 20.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated as Highly Effective if 85% or greater of his/her students meet the growth target. The scale is shown in Table 2.11A.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated as Effective if 65% to 84% of his/her students meet the growth target. The scale is shown in Table 2.11A.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated as Developing if 50% to 64% of his/her students meet the growth target. The scale is shown in Table 2.11A.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated as Ineffective if 0% to 49% of his/her students meet the growth target. The scale is shown in Table 2.11A.

2.10) All Other Courses

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

<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>All other courses in grades K-5: will use the school building score as determined by NYSED, based on the Grades 4 & 5 ELA and Math assessments. NYSED provides the school building score, which combines ELA and math. The district will use this combined score, as calculated by NYSED. If needed to convert from a Value Added model, a 25-to-20 point conversion chart is uploaded - see HEDI Table 2.11C.</p> <p>All other courses in grades 6, 7, and 8: Schoolwide results based on the NYS Grades 6, 7 & 8 ELA Assessments. Using baseline data, the Principal will set a minimum rigor expectation for growth for the percentage of students earning a level 3 or higher, which will result in a HEDI score, illustrated in Table 2.11B 2014-2015. Note - there is a Table B 2015-2016 and beyond, for use in 2015-2016 and later. Teachers can achieve all scale points.</p> <p>All other courses in grades 9-12: Schoolwide results based on the NYS Regents for Global History and the NYS Regents for US History. Individual growth targets will be set by the social studies teachers based on historical data. The individual growth targets will be approved by the Principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11A. Teachers can achieve all scale points from 0 to 20.</p> <p>Grades 4-8 ELA and math teachers: for any teacher in grades 4-8 ELA or math who does not receive a state-provided growth score, HEDI points will be awarded based on the % of students meeting or exceeding the minimum rigor expectation for growth using HEDI table 2.11J.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>All other courses in grades K-5: as determined by NYSED. All other courses in grades 6, 7, & 8: see HEDI Table 2.11B. All other courses in grades 9-12: see HEDI Table 2.11A. Grades 4-8 ELA and math teachers: see HEDI Table 2.11J.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>All other courses in grades K-5: as determined by NYSED. All other courses in grades 6, 7, & 8: see HEDI Table 2.11B. All other courses in grades 9-12: see HEDI Table 2.11A. Grades 4-8 ELA and math teachers: see HEDI Table 2.11J.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>All other courses in grades K-5: as determined by NYSED. All other courses in grades 6, 7, and 8: see HEDI Table 2.11B. All other courses in grades 9-12: see HEDI Table 2.11A. Grades 4-8 ELA and math teachers: see HEDI Table 2.11J.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>All other courses in grades K-5: as determined by NYSED. All other courses in grades 6, 7, & 8: see HEDI Table 2.11B. All other courses in grades 9-12: see HEDI Table 2.11A. Grades 4-8 ELA and math teachers: see HEDI Table 2.11J.</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/2316063-TXETx9bQW/Port%20Jeff%202.11%20HEDI%20Tables.pdf>

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

Checked

3. Local Measures (Teachers)

Created: 12/30/2014

Last updated: 08/14/2015

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

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
5	6(ii) School wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
6	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
7	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
8	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies

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.	Grades 4 & 5: school-wide measure based on the NYS Grades 3, 4 & 5 ELA Assessments. Using baseline data, the Principal will set a minimum rigor expectation for growth for the percentage of students earning a level 3 or higher that will result in a HEDI score as illustrated in Table 3.3B. The percentage of students who reach the target will result in a HEDI score as illustrated in Table 3.3B. Teachers can achieve all scale points. (0-15 VAM - see HEDI Table E in 3.3). Grades 6, 7, & 8: Achievement targets for the school-wide measure will be set by the 6th, 7th, and 8th grade Social Studies teachers, based on historical data. The achievement targets will be approved by the Principal. The percentage of students meeting the targets will be converted to a scale score of 0 to 20. The scale is shown in 3.3A. Teachers can achieve all scale points from 0 to 20. (0-15 VAM - see HEDI Table D in 3.3).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4 & 5: see HEDI Table 3.3B Grades 6 - 8: see HEDI Table 3.3A
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4 & 5: see HEDI Table 3.3B Grades 6 - 8: see HEDI Table 3.3A
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4 & 5: see HEDI Table 3.3B Grades 6 - 8: see HEDI Table 3.3A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4 & 5: see HEDI Table 3.3B Grades 6 - 8: see HEDI Table 3.3A

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
5	6(ii) School wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
6	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
7	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies

8	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
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For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Grades 4 & 5: school-wide measure based on the NYS Grades 3, 4 & 5 ELA Assessments. Using baseline data, the Principal will set a minimum rigor expectation for growth for the percentage of students earning a level 3 or higher that will result in a HEDI score as illustrated in Table 3.3B. The percentage of students who reach the target will result in a HEDI score as illustrated in Table 3.3B. Teachers can achieve all scale points. (0-15 VAM - see HEDI Table E in 3.3). Grades 6, 7, & 8: Achievement targets for the school-wide measure will be set by the 6th, 7th, and 8th grade Social Studies teachers, based on historical data. The achievement targets will be approved by the Principal. The percentage of students meeting the targets will be converted to a scale score of 0 to 20. The scale is shown in 3.3 A. Teachers can achieve all scale points from 0 to 20. (0-15 VAM - see HEDI Table D in 3.3).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4 & 5: see HEDI Table 3.3B Grades 6 - 8: see HEDI Table 3.3A
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4 & 5: see HEDI Table 3.3B Grades 6 - 8: see HEDI Table 3.3A
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4 & 5: see HEDI Table 3.3B Grades 6 - 8: see HEDI Table 3.3A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4 & 5: see HEDI Table 3.3B Grades 6 - 8: see HEDI Table 3.3A

3.3) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/2322303-rhJdBgDruP/PJ%203.3%20HEDI%20Tables%20A,%20B,%20D,%20and%20E%20Local.pdf>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
1	6(ii) School-wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
2	6(ii) School-wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
3	6(ii) School-wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn

any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	School-wide measure based on the NYS Grades 3, 4 & 5 ELA Assessments. Using baseline data, the Principal will set a minimum rigor expectation for growth for the percentage of students earning a level 3 or higher that will result in a HEDI score as illustrated in Table 3.13B. The percentage of students who reach the target will result in a HEDI score as illustrated in Table 3.13B. Teachers can achieve all scale points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13B
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13B
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13B

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
1	6(ii) School-wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
2	6(ii) School-wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
3	6(ii) School-wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	School-wide measure based on the NYS Grades 3, 4 & 5 ELA Assessments. Using baseline data, the Principal will set a minimum rigor expectation for growth for the percentage of students earning a level 3 or higher that will result in a HEDI score as illustrated in Table 3.13B. The percentage of students who reach the target will result in a HEDI score as illustrated in Table 3.13B. Teachers can achieve all scale points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13B
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13B
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13B
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13B

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
7	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
8	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies

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.	Grades 6, 7, & 8 Science: Achievement targets for the school-wide measure will be set by the 6th, 7th, and 8th grade Social Studies teachers, based on historical data. The achievement targets will be approved by the Principal. The percentage of students meeting the targets will be converted to a scale score of 0 to 20. The scale is shown in 3.13A. Teachers 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.	See HEDI Table 3.13A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
7	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
8	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies

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.	Grades 6, 7, & 8 Social Studies: Achievement targets for the school-wide measure will be set by the 6th, 7th, and 8th grade Social Studies teachers, based on historical data. The achievement targets will be approved by the Principal. The percentage of students meeting the targets will be converted to a scale score of 0 to 20. The scale is shown in 3.13A. Teachers 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.	See HEDI Table 3.13A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core
Global 2	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core
American History	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core

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.	Schoolwide measure is based on the Regents Exam in 11th grade. * In June 2015 the Comprehensive Regents in English will be administered and used for the SLO. * In June 2016 and beyond, when both the Comprehensive English Regents and the Regents in ELA - Common Core are offered, the district may administer both Regents exams, and the higher score will be used for teacher evaluation. * The district will administer the Common Core Regents Exam as per NYSED guidelines. Individual achievement targets will be set by the English teachers, based on historical data. The individual achievement targets will be approved by the Principal. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 3.13A. Teachers 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.	See HEDI Table 3.13A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core

Earth Science	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core
Chemistry	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core
Physics	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core

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.	Schoolwide measure is based on the Regents Exam in 11th grade. * In June 2015 the Comprehensive Regents in English will be administered and used for the SLO. * In June 2016 and beyond, when both the Comprehensive English Regents and the Regents in ELA - Common Core are offered, the district may administer both Regents exams, and the higher score will be used for teacher evaluation. * The district will administer the Common Core Regents Exam as per NYSED guidelines. Individual achievement targets will be set by the English teachers, based on historical data. The individual achievement targets will be approved by the Principal. The percentage of students meeting the achievement targets will be converted to a scale score of 0 to 20. The scale is shown in 3.13A. Teachers 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.	See HEDI Table 3.13A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core
Geometry	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core
Algebra 2	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Schoolwide measure is based on the Regents Exam in 11th grade. * In June 2015 the Comprehensive Regents in English will be administered and used for the SLO. * In June 2016 and beyond, when both the Comprehensive English Regents and the Regents in ELA - Common Core are offered, the district may administer both Regents exams, and the higher score will be used for teacher evaluation. * The district will administer the Common Core Regents Exam as per NYSED guidelines. Individual achievement targets will be set by the English teachers, based on historical data. The individual achievement targets will be approved by the Principal. The percentage of students meeting the achievement targets will be converted to a scale score of 0 to 20. The scale is shown in 3.13A. Teachers 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.	See HEDI Table 3.13A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI Table 3.13A

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core
Grade 10 ELA	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core
Grade 11 ELA	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core

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

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

listed to the left of each box.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Schoolwide measure is based on the Regents Exam in 11th grade. * In June 2015 the Comprehensive Regents in English will be administered and used for the SLO. * In June 2016 and beyond, when both the Comprehensive English Regents and the Regents in ELA - Common Core are offered, the district may administer both Regents exams, and the higher score will be used for teacher evaluation. * The district will administer the Common Core Regents Exam as per NYSED guidelines. Individual achievement targets will be set by the English teachers, based on historical data. The individual achievement targets will be approved by the Principal. The percentage of students meeting the achievement targets will be converted to a scale score of 0 to 20. The scale is shown in 3.13A. Teachers can achieve all scale points from 0 to 20.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See HEDI Table 3.13A</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See HEDI Table 3.13A</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See HEDI Table 3.13A</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See HEDI Table 3.13A</p>

3.12) All Other Courses

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

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other courses in grades K-5	6(ii) School wide measure computed locally	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
	All other courses in grades 6-8	6(ii) School wide measure computed locally	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
	All other courses in grades 9-12	6(ii) School wide measure computed locally	The Comprehensive Regents in English and the NYS Regents in ELA - Common Core

(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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/2322303-y92vNseFa4/PJ%203.13%20HEDI%20Tables%202013%20A,%20B,%20D,%20and%20E%20Local.pdf>

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Scores based on combining multiple locally selected measures, such as for a teacher assigned to the MS and HS, will be calculated using the NYSED-provided HEDI calculator. The HEDI calculator uses the enrollment and the score for each measure, weighting the scores proportionally based on enrollment, to derive a final score for the local measure.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked

<p>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.</p>	<p>Checked</p>
<p>Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.</p>	<p>Checked</p>
<p>Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.</p>	<p>Checked</p>
<p>Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.</p>	<p>Checked</p>

4. Other Measures of Effectiveness (Teachers)

Created: 01/28/2015

Last updated: 08/03/2015

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

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4.1) Teacher Practice Rubric

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

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

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

Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
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	10
--	----

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

(No response)

4.3) Survey Tools (if applicable)

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Process for Determining HEDI Ratings for Teachers for Other Measures is comprised of the sum of two ratings: End of Year Summative Evaluation: 22 -132 raw points, converted to 0-50 points (PJ Conversion Table at 4.5) and the Structured Review of Artifacts based on two components from each of the four domains of the Danielson Rubric: 8-48 raw points, converted to 0-10 points (PJ

Structured Review of Artifacts Rating Form, Conversion Table and Description at 4.5).

For the End of Year Summative Evaluation, a Performance Level using HEDI classifications shall be determined for each of the 22 components of the Danielson 2011 rubric, scoring each component holistically. The Lead Evaluator will assess the teacher in each of the 22 components, and holistically score each component based on multiple observations and taking into account all evidence, to rate each component by giving it a numeric value based on the rubric as follows: one credit for each rating of Ineffective, four credits for each rating of Developing, five credits for each rating of Effective and six credits for each rating of Highly Effective. All components will then be combined which will result in a raw score from 22 to 132 points. HEDI points will be assigned on a scale from 0-50 points using the Conversion Table in 4.5.

A Structured Review of Artifacts shall be used as another measure of Teacher Effectiveness. The artifacts presented should represent the teacher's focus on student learning and reflective practice. An exemplary collection of artifacts should contain at least eight documents, and include at least six different types of artifacts representing all four domains. Artifacts Points are assigned using the Danielson Rubric, and will receive a score from 1 to 6 raw points (Ineffective through Highly Effective). Two components per domain are rated for a maximum of 48 raw points, which are converted to 10 points using the conversion table loaded at 4.5.

The sum of the points from the End of Year Evaluation (0-50) and the Structured Review of Artifacts (0-10) will result in a score of 0-60, which results in a HEDI rating according to the table below.

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/2576711-eka9yMJ855/PJ%204.5%20Teacher%20Eval%20Conv%20Table%20and%20Artifacts%20Conv%20Table.pdf>

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The level of performance for Highly Effective exceeds the attributes identified in the Effective category of the Danielson Rubric 2011. A HEDI score of 59 or 60 will be rated as Highly Effective.
Effective: Overall performance and results meet NYS Teaching Standards.	The level of performance for Effective will meet the attributes identified in the Effective category of the Danielson Rubric 2011. A HEDI score of 57 or 58 will be rated as Effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The level of performance for Developing will need improvement to meet the attributes identified in the Effective category of the Danielson Rubric 2011. A HEDI score of 50-56 will be rated as Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The level of performance for Ineffective will not meet the attributes identified in the Developing category of the Danielson Rubric 2011. A HEDI score of 0 - 49 will be rated as Ineffective.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	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?

Responses Selected:

In Person

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

Responses Selected:

In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short

0

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

Responses Selected:

In Person

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

Responses Selected:

In Person

5. Composite Scoring (Teachers)

Created: 01/28/2015

Last updated: 07/24/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results exceed NYS Teaching Standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results meet NYS Teaching Standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet NYS Teaching Standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

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

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

Where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	Ranges determined locally--see above	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

6. Additional Requirements - Teachers

Created: 02/22/2015

Last updated: 07/24/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/2820103-Df0w3Xx5v6/PJ%206.2%20Teacher%20Improvement%20Plan.pdf>

6.3) Appeals Process

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

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

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

A teacher in the first year of probation who has been renewed for the following year shall have the right to appeal any Annual Professional Performance Review in which the teacher was rated as ineffective. Any other probationary teacher who has been renewed for the following year shall have the right to appeal any Annual Professional Performance Review in which the teacher was rated as ineffective or developing. All other teachers shall have the right to appeal any Annual Professional Performance Review in which the teacher was rated ineffective or developing.

1. All appeals must be submitted in writing to the Superintendent no later than fourteen (14) calendar days from the date when the teacher receives the Annual Professional Performance Review.
2. Prior to rendering a decision, the Superintendent shall schedule a meeting with the teacher within fourteen (14) calendar days of the appeal being filed. The teacher filing an appeal may elect to bring a representative of the Port Jefferson Teachers' Association.
3. All appeals shall be resolved based on the written record. When filing an appeal, the teacher shall submit a detailed written description of the basis for the appeal, along with any and all additional documents or written materials that support the appeal. A copy of the performance review and/or improvement plan(s) being challenged shall be submitted with the appeal. All preparation for an appeal shall be the responsibility of the person filing the appeal.
4. The appeal will be evaluated and the resolution shall be provided in a timely and expeditious manner. A written decision on the merits of the appeal shall be rendered by the District's Superintendent of Schools no later than twenty-eight (28) calendar days from the date when the appeal was filed.

The allowable grounds for appeal, in accordance with Education Law 3012-c are:

- 1) the substance of the Annual Professional Performance Review
- 2) the school district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Section 3012-c of the Education Law and applicable rules and regulations.
- 3) the school district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures as applicable to such reviews;
- 4) the school district's failure to issue and/or implement the terms of the Teacher Improvement Plans, where applicable, as required under Section 3012-c of the Education Law
- 5) the school district's failure to comply with any locally negotiated procedures pertaining to Annual Professional Performance Reviews and Teacher Improvement Plans.

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

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

The Executive Director of Curriculum & Instruction will attend Eastern Suffolk BOCES workshops, Curriculum Council meetings, and CIO/DDC meetings for continued updates, and will provide turnkey training annually to district Evaluators and Lead Evaluators to ensure certification and re-certification.

The training will be held on:

- * two half days in August
- * two-hour training session in September
- * two-hour training session in October
- * one-hour training meetings each month
- * half-day training session in May

In addition to the trainings listed above, newly hired Evaluators and Lead Evaluators will complete the Teachescape, Framework for Teaching Proficiency System course and Proficiency Assessment.

Training shall be provided to all Evaluators and Lead Evaluators and conducted in accordance with the certification requirements per the Commissioner's regulations. This training shall include the following:

- (1) the New York State Teaching Standards, and their related elements and performance indicators
- (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
- (4) application and use of the State-approved teacher rubric selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice
- (5) application and use of any assessment tools that the school district utilizes to evaluate our classroom teachers
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district to evaluate our teachers
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by 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 the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

The Port Jefferson School District has selected and received agreement from the Port Jefferson Teachers Association to utilize the Danielson 2011 Framework for Teaching rubric. Training has been provided on the application and use of this state-approved rubric, including training on the effective application of such rubrics to observe a teacher's practice. Further, all Evaluators and Lead Evaluators have completed the Teachscape, Framework for Teaching Proficiency System course and Proficiency Assessment. All Evaluators and Lead Evaluators have been trained in evidence-based observation techniques, grounded in research.

Ongoing training on inter-rater reliability will be conducted by the use of videos from the Teachscape system for rating and the evaluation of ratings, discussion of observations and the methodology for evaluating teacher practice, the evaluation of artifacts, the completion of each component of the Composite Score, and other aspects of the tasks of the Evaluators and Lead Evaluators.

The Superintendent or his designee will certify Evaluators and Lead Evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of Evaluators and Lead Evaluators.

This same process will be used to certify and re-certify Evaluators and Lead Evaluators annually.

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
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(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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
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Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 02/22/2015

Last updated: 08/14/2015

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

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Elementary School, PK - 5	State assessment	The NYS Grades 3, 4, and 5 ELA Assessments and the NYS Grades 3, 4, and 5 Math Assessments
	Middle School, Grades 6-8	State assessment	The NYS Grades 6, 7, and 8 ELA Assessments and the NYS Grades 6, 7, and 8 Math Assessments
	High School, Grades 9-12	State assessment	The NYS Regents Exam in Global History and the NYS Regents Exam in US History

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>If the State provided growth scores for the above listed principal(s), represent less than 30% of the students supervised by that principal, the district will use growth measures based on the NYS assessments listed above for the Principal's Growth Scores. The State-provided scores will then be weighted proportionately, using the NYSED HEDI Calculator with the SLO result(s) for the final HEDI score for the principal(s).</p> <p>The ES and MS principals will receive HEDI points based on the percentage of students meeting or exceeding the district's minimum rigor expectation for growth of 2 or higher on the listed NYS assessments, using the HEDI table in 7.3J.</p> <p>The High School Principal's score will be based on HEDI Table 7.3B. The Social Studies teachers set individual growth targets, approved by the Principal and the Executive Director. The percentage of students meeting the targets will be converted to a scale score of 0-20. The Principal can achieve all scale points from 0 to 20.</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	ES and MS Principals: See HEDI Table 7.3J HS Principal - See HEDI Table 7.3B
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	ES and MS Principals: See HEDI Table 7.3J HS Principal - See HEDI Table 7.3B
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	ES and MS Principals: See HEDI Table 7.3J HS Principal - See HEDI Table 7.3B
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	ES and MS Principals: See HEDI Table 7.3J HS Principal - See HEDI Table 7.3B

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/2821729-lha0DogRNw/Port%20Jeff%207.3%20Principal%20HEDI%20Tables_h5cXM6L.pdf

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 01/28/2015

Last updated: 08/14/2015

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

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

- whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
 - (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
 - (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
 - (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
 - (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
 - (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
 - (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	PK-5	(d) measures used by district for teacher evaluation	The NYS Grade 3 ELA Assessment, the NYS Grade 4 ELA Assessment, and the NYS Grade 5 ELA Assessment
	6-8	(d) measures used by district for teacher evaluation	The Port Jefferson Developed Assessment in Grade 6 Social Studies, the Port Jefferson Developed Assessment in Grade 7 Social Studies, and the Port Jefferson Developed Assessment in Grade 8 Social Studies
	9-12	(d) measures used by district for teacher evaluation	For June 2015-the NYS Comprehensive English Regents only, for July 2016 - the NYS Comprehensive English Regents and the NYS Regents Exam in ELA - Common Core

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>PK-5 Building Principal: School-wide results based on the NYS Grades 3, 4 & 5 ELA Assessments. Using baseline data, the minimum rigor expectation for growth for the percentage of students earning a level 3 or higher, will result in a HEDI score as illustrated in Table 8.1B. The Principal can achieve all scale points. If VAM - HEDI Table 8.1E.</p> <p>6-8 Building Principal: Achievement targets for the measure will be set by the 6th, 7th, and 8th grade Social Studies teachers, based on historical data. The achievement targets will be approved by the Principal and the Executive Director. The percentage of students meeting the targets will be converted to a scale score of 0 to 20. The scale is shown in 8.1A. The Principal can achieve all scale points from 0 to 20. If VAM - HEDI Table 8.1D.</p> <p>9-12 Building Principal: The measure is based on the grade 11 Regents in English, as follows: June 2015-the NYS Comprehensive English Regents only. When both the Common Core Regents Exam and the 2005 Standards Regents Exam are offered, the district may administer both Regents exams, but will administer the Common Core Regents Exam as per NYSED guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course the higher scores will be used for evaluation so long as permitted by NYSED. Achievement targets will be set by the English teachers, based on historical data. The targets will be approved by the Principal and the Executive Director. The percentage of students meeting the target will be converted to a scale score of 0 to 20. The scale is shown in 8.1A. The Principal can achieve all scale points from 0 to 20. If VAM - HEDI Table 8.1D.</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>PK-5: See HEDI Table 8.1B Grades 6-8 and 9-12: See HEDI Table 8.1A</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>PK-5: See HEDI Table 8.1B Grades 6-8 and 9-12: See HEDI Table 8.1A</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>PK-5: See HEDI Table 8.1B Grades 6-8 and 9-12: See HEDI Table 8.1A</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>PK-5: See HEDI Table 8.1B Grades 6-8 and 9-12: See HEDI Table 8.1A</p>

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/2576739-qBFVOWF71C/PJ%208.1%20Principal%20HEDI%20Tables%20A,%20B,%20D,%20and%20E%20Local.pdf>

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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 are no Principals in this category.
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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.	There are no Principals in this category.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	There are no Principals in this category.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	There are no Principals in this category.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	There are no Principals in this category.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created: 02/22/2015

Last updated: 08/07/2015

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

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9.1) Principal Practice Rubric

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

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

Rubric	Multidimensional Principal Performance Rubric
Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 9.2. \(MS Word\)](#)

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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)
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):

Structured feedback from teachers using a State-approved tool	(No response)
Structured feedback from students using a State-approved tool	(No response)
Structured feedback from families using a State-approved tool	(No response)
School visits by other trained evaluators	(No response)
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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
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 Process for Determining HEDI Ratings for Other Measures for Principals is comprised of the sum of two ratings: End of Year Summative Evaluation: 0-154 raw credits, converted to 0-54 points (Conversion Table at 9.7) and Goals Setting and Attainment, based on the Multidimensional Principal Performance Rubric 0-6 points. The sum of the results for the End of Year Summative and Structured Review of Artifacts, converted to a 0-54 points, and the results of the Goal Setting and Attainment process, converted to 0-6 points, will result in a HEDI score in the range of 0-60 points, which results in a HEDI rating using the table below.

The End of Year Summative Evaluation will provide a raw credit score that is the sum of two processes:

Principals will be evaluated using the Multidimensional Principal Performance Rubric (MPPR), which has 31 performance indicators. For school visits and the mid-year evaluation, each Performance Indicator will be rated as either Highly Effective, Effective, Developing, or Ineffective. Holistically evaluating the multiple school visits, mid-year evaluation, the artifacts review, and other informal interactions, the Principal will receive a rating and raw credit score for each of the performance indicators - Highly Effective = 4; Effective = 3.5; Developing = 1.75, and Ineffective = 0, resulting in a maximum raw score of 124 points.

A formal, Structured Review of Artifacts will be conducted by the Lead Evaluator using the Multidimensional Principal Performance Rubric. The artifacts submitted must represent all six domains of the MPPR and will be rated for effective practice based on at least one performance indicator from each of the six domains. Using the MPPR Rubric, each artifact must earn a rating of Effective or higher to be

part of the artifact collection. Should an artifact earn a rating of developing or ineffective for the purposes of artifact collection, it will not be counted as an artifact submission. The rating of the artifacts will result in a raw score of 0-30 points. These additional raw points (maximum of 30) are added to the raw points from the Summative Evaluation process (0-124) for a total possible raw score of 154 points. (See instrument for rating at 9.7).

Goal Setting and Attainment can result in an additional 0-6 points, using the MPPR Goal Setting and Attainment rubric. (see instrument at 9.7). The goals will be rated as Highly Effective 1.5; Effective 1.0; Developing .5, or Ineffective 0 in the four components of Domain 'Goal Setting and Attainment' in the MPPR Rubric, resulting in a score from 0 - 6. These are direct HEDI point allocations without conversion.

The sum of the results of the Goal Setting and Attainment (0-6), plus the results of the Principal Practice (0-54) will result in a HEDI Score of 0-60, which results in a HEDI rating using the table below. Should the final score result in a decimal making it necessary to round, .1 - .4 will round down and .5 - .9 will round up. However, rounding will not result in a Principal moving from one HEDI rating category to another. If rounding up would result in the Principal moving from one HEDI rating category to a higher rating category, the number will be rounded down.

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/2823257-pMADJ4gk6R/PJ%20Princ%209.7%20Items%20-%20for%20APPR.pdf>

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

Highly Effective: Overall performance and results exceed standards.	Highly Effective: 54 - 60 Points
Effective: Overall performance and results meet standards.	Effective: 46 - 53 Points
Developing: Overall performance and results need improvement in order to meet standards.	Developing: 35 - 45 Points
Ineffective: Overall performance and results do not meet standards.	Ineffective: 0 - 34 Points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	46-53
Developing	35-45
Ineffective	0-34

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
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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: 02/22/2015

Last updated: 07/24/2015

For guidance on Composite Scoring, see NYSED APPR Guidance section I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results exceed ISLLC leadership standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results meet ISLLC leadership standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet ISLLC leadership standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

Highly Effective	54-60
Effective	46-53
Developing	35-45

Ineffective	0-34
-------------	------

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

Where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	Ranges determined locally--see above	91-100
Effective	10-21	8-13		75-90
Developing	3-9	3-7		65-74
Ineffective	0-2	0-2		0-64

11. Additional Requirements - Principals

Created: 02/22/2015

Last updated: 08/14/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

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

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/2823393-Df0w3Xx5v6/PJ%2011.2%20Principal%20Improvement%20Plan.pdf>

11.3) Appeals Process

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

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

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

A Principal in the first two probationary years who has been renewed for the following year shall have the right to appeal any Annual Professional Performance Review in which the Principal was rated as "ineffective".

Any Principal in the third year of probation or a tenured Principal, who receives an "ineffective" or "developing" rating on their annual total

composite APPR, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools.

Appeal procedures shall provide for the timely and expeditious resolution of any appeal.

All appeals must be submitted in writing to the Superintendent no later than ten (10) business days from the date when the principal receives the Annual Professional Performance Review.

The allowable grounds for an appeal, in accordance with Education Law section 3012-c are:

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 failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Section 3012-c of the Education Law and applicable rules and regulations.
- 3) the school district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures as applicable to such reviews;
- 4) the school district's failure to issue and/or implement the terms of the Principal Improvement Plans, where applicable, as required under Section 3012-c of the Education Law
- 5) the school district's failure to comply with any locally negotiated procedures pertaining to Annual Professional Performance Reviews and Principal Improvement Plans.

The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen (15) business days of the receipt of the appeal.

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

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

The Superintendent of Schools and the Executive Director will be the evaluator and lead evaluator of the Principals. In addition to the training they attended at Eastern Suffolk Boces, they continue annual in-district training on each of the required elements below.

Training for Principal APPR will be held:

July - one 1/2 day

August - one 1/2 day

September - June: monthly CIO/DDC meetings at the local RIC; and six meetings per year at local RIC for Curriculum Council.

Elements:

- 1) the New York State Teaching Standards, and their related elements and performance indicators and the ISLLC 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 Multidimensional Principal Performance Rubric 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 utilizes to evaluate its building principals, including 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.

The Executive Director provide turn-key training annually on the application and use of the Multidimensional Principal Performance Rubric (MPPR), including the use of evidence based observation techniques grounded in research.

The Executive Director and the Superintendent continue with ongoing training on the use of the MPPR, the observation process, and the practice of aligning evidence to the rubric to strengthen inter-rater reliability. The Principals will continue to attend in-district training on the MPPR and all elements of Principal APPR, as well. Training will continue to include the ISLLC Standards; the application and use of the student growth percentile model and the value-added growth model; the application and use of the assessment tools utilized to evaluate principals in the Port Jefferson School District, the use of the Statewide Instructional Reporting System, and the scoring methodology utilized to evaluate a principal, including how scores are generated for each subcomponent and the composite effectiveness score; and the application and the use the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the principal's overall rating and their subcomponent ratings.

Evaluators and Lead Evaluators shall be re-certified annually and continue annual training using the process described above.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

11.6) Assurances -- Principals

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
---	---------

Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 02/22/2015

Last updated: 08/19/2015

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/2823495-3Uqgn5g9lu/Port%20Jefferson%20Certification.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.

**Port Jefferson School District
HEDI Table A and HEDI Table C**

(see next page for HEDI Table B 2014-2105 and HEDI Table B 2015-2016 and Beyond, and HEDI Table J))

Table A: HEDI Scoring based on 20-point scale

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	96-100	91-95	85-90	82-84	79-81	77-78	74-76	72-73	70-71	68-69	66-67	65	63-64	60-62	57-59	54-56	52-53	50-51	36-49	21-35	0-20

Table C: HEDI Conversion from 25-point Value-added scale to 20-point scale

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
Value-Added Score from State	25	23-24	22	21	20	19	17-18	16	15	14	12-13	10-11	8-9	7	6	5	4	3	2	1	0
Converted Score for Port Jefferson	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

**HEDI Table B 2014-2015, and
HEDI Table B 2015-2016 and Beyond (see next page for HEDI Table J)**

Port Jefferson School District Table B 2014-2015: HEDI Scoring based on 20-point scale for 2014-2015 only																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Scoring Proficient (Levels 3 & 4)	91-100	82-90	73-81	64-72	55-63	46-54	40-45	39	38	37	36	35	29-34	26-28	23-25	19-22	15-18	11-14	6-10	3-5	0-2

Port Jefferson School District Table B 2015-2016 and Beyond: HEDI Scoring based on 20-point scale for 2015-2016 and Beyond																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Scoring Proficient (Levels 3 & 4)	+28 or more	+23 to +27	+14 to +22	+8 to +13	+6 to +7	+4 to +5	+2 to +3	+1	X	-1 to -5	-6 to -10	-11 to -15	-16 to -20	-21 to -25	-26 to -28	-29 to -31	-32 to -34	-35 to -37	-38 to -40	-41 to -43	-44 or more

X - % Proficient for grade level from prior year

Port Jefferson School District
HEDI Table J: Minimum Rigor Expectation for Growth
(2.10 – Grades 4-8 ELA & Math)

Port Jefferson School District Table J: HEDI Scoring based on 20-point scale, Minimum Rigor Expectation for Growth																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Scoring Level 2 or Higher	91-100	82-90	73-81	64-72	55-63	46-54	40-45	39	38	37	36	35	29-34	26-28	23-25	19-22	15-18	11-14	6-10	3-5	0-2

Port Jefferson School District HEDI Table A
(HEDI Table for insertion in 3.3)

Table A: HEDI Scoring based on 20-point scale																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	96-100	91-95	85-90	82-84	79-81	77-78	74-76	72-73	70-71	68-69	66-67	65	63-64	60-62	57-59	54-56	52-53	50-51	36-49	21-35	0-20

Port Jefferson School District HEDI Table B
(HEDI Tables for insertion in 3.3)

Table B: HEDI Scoring based on 20-point scale																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Scoring Proficient (Levels 3 & 4)	91-100	82-90	73-81	64-72	55-63	46-54	40-45	38-39	36-37	34-35	33	32	29-31	26-28	23-25	19-22	15-18	11-14	6-10	3-5	0-2

Port Jefferson School District HEDI Table D - VA
(HEDI Table for insertion in 3.3)

Table D: HEDI Scoring based on 15-point scale for those with Value-Added Score on State Growth Measure																
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	93-100	85-92	81-84	77-80	74-76	71-73	68-70	65-67	62-64	59-61	56-58	53-55	50-52	36-49	21-35	0-20

Port Jefferson School District HEDI Table E - VA
(HEDI Tables for insertion in 3.3)

Table E: HEDI Scoring based on 15-point scale for those with Value-Added Score on State Growth Measure																
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	90-100	80-89	70-79	60-69	50-59	40-49	33-39	32	29-31	26-28	23-25	19-22	15-18	10-14	5-9	0-4

Port Jefferson School District HEDI Table A
(HEDI Table for insertion in 3.13)

Table A: HEDI Scoring based on 20-point scale																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	96-100	91-95	85-90	82-84	79-81	77-78	74-76	72-73	70-71	68-69	66-67	65	63-64	60-62	57-59	54-56	52-53	50-51	36-49	21-35	0-20

Port Jefferson School District HEDI Table B
(HEDI Tables for insertion in 3.13)

Table B: HEDI Scoring based on 20-point scale																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Scoring Proficient (Levels 3 & 4)	91-100	82-90	73-81	64-72	55-63	46-54	40-45	38-39	36-37	34-35	33	32	29-31	26-28	23-25	19-22	15-18	11-14	6-10	3-5	0-2

Port Jefferson School District HEDI Table D - VA
(HEDI Table for insertion in 3.13)

Table D: HEDI Scoring based on 15-point scale for those with Value-Added Score on State Growth Measure																
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	93-100	85-92	81-84	77-80	74-76	71-73	68-70	65-67	62-64	59-61	56-58	53-55	50-52	36-49	21-35	0-20

Port Jefferson School District HEDI Table E - VA
(HEDI Tables for insertion in 3.13)

Table E: HEDI Scoring based on 15-point scale for those with Value-Added Score on State Growth Measure																
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	90-100	80-89	70-79	60-69	50-59	40-49	33-39	32	29-31	26-28	23-25	19-22	15-18	10-14	5-9	0-4

Port Jefferson School District
4.5 – Conversion Table for Summative Evaluation Based on Teacher Observation
Converting Raw Score of 22-132 using Danielson Rubric to Points of 0-50
Conversion Table

Port Jefferson School District	
4.5 – Conversion Table for Summative Evaluation Based on Teacher Observation	
Converting Raw Score of 22-132 using Danielson Rubric to Points of 0-50	
Points	Total Rubric Credits
0	22
1	25
2	26
3	27
4	28
5	29
6	30
7	31
7	31
8	32
9	33
10	34
11	35
12	36
13	37
14	38
15	39
16	40
17	41
18	42
19	43
20	44
21	45
22	46
23	47
24	48
25	49
26	50
27	51
28	52
29	53
30	54
31	55
32	56
33	57
34	58
35	59
36	60
37	61
38	62
39	63
40	64 - 71
41	72 - 79
42	80 - 86
43	87 - 90
44	91 - 94
45	95 - 98
46	99 - 102
47	103 - 109
48	110 - 116
49	117 - 120
50	121 - 132

Port Jefferson School District
4.5 – Conversion Table for Summative Evaluation
Based on Structured Review of Artifacts for Teachers
Converting Raw Score of 8-48 using Danielson Rubric to Points of 0-10

Table D - Chart for Converting Artifact Credits For Summative Evaluation Report											
Artifact CREDITS	40 - 48	39	38	36-37	35	33-34	29-32	26-28	20-25	15-19	8-14
Points Awarded	10	9	8	7	6	5	4	3	2	1	0
	Highly Effective		Effective				Developing			Ineffective	

Structured Review of Artifacts

Each teacher shall bring a collection of artifacts to the spring conference meeting with the administrator. The teacher's choice of artifacts shall be designed to demonstrate the teacher's effectiveness based on the New York State Teaching Standards and the Danielson Rubric 2011. Probationary teachers can use the current year's additions to their Tenure Portfolio in lieu of individual artifacts.

The artifacts presented should represent the teacher's focus on student learning and reflective practice. An exemplary collection of artifacts should contain at least eight artifacts, and include at least six different types of artifacts representing all four domains. The collection shall be scored using the rubric on the Structured Review of Artifacts form.

Some examples of artifacts that represent the various domains of teaching practice are listed below.

PLANNING AND PREPARATION:

- Long range plans
- Unit Plans
- Lesson Plans
- Substitute Plans
- Examples of teacher developed activities
- Examples of student work (projects, presentations, etc.)
- Sample assessments
- Rubrics/grading systems
- Graded work samples across ability levels
- Use of assessment data

THE CLASSROOM ENVIRONMENT:

- Group-building strategies
- Cooperative learning activities
- Student reflections
- Classroom layout
- Seating arrangements
- Classroom rules/routines
- Daily/weekly schedules
- Management forms/Behavioral plans

INSTRUCTION:

- Modifications/differentiations to meet individual needs
- Examples of teacher developed activities
- Examples of student work
- Extension/enrichment/remediation activities
- Flexible grouping plans
- Examples of multi-modality instruction
- Annotated photographs of students at work

PROFESSIONAL RESPONSIBILITIES:

- Parent communication
- Record-keeping strategies
- Evidence of teaming with other adults in the classroom

Structured Review of Artifacts

*The Danielson Rubric will be used for Assigning Credits to Artifacts
for a maximum of 2 components per domain.*

Rating of Artifacts for DOMAIN 1: PLANNING AND PREPARATION (2 components)

	<u>Ineffective</u> (1)	<u>Developing</u> (4)	<u>Effective</u> (5)	<u>Highly Effective</u> (6)
1a. Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Setting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Designing Student Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (optional):

Rating of Artifacts for DOMAIN 2: THE CLASSROOM ENVIRONMENT (2 components)

	<u>Ineffective</u> (1)	<u>Developing</u> (4)	<u>Effective</u> (5)	<u>Highly Effective</u> (6)
2a. Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (optional):

Rating of Artifacts for DOMAIN 3: INSTRUCTION (2 components)

	<u>Ineffective</u> (1)	<u>Developing</u> (4)	<u>Effective</u> (5)	<u>Highly Effective</u> (6)
3a. Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d. Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (optional):

Rating of Artifacts for DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (2 components)

	<u>Ineffective</u> (1)	<u>Developing</u> (4)	<u>Effective</u> (5)	<u>Highly Effective</u> (6)
4a. Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e. Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (optional):

Artifacts - Raw Credit Points (maximum of 12 per Domain for Artifacts) -

Table D - Chart for Converting Artifact Credits For Summative Evaluation Report											
Artifact CREDITS	40 - 48	39	38	36- 37	35	33- 34	29- 32	26- 28	20- 25	15- 19	8-14
Points Awarded	10	9	8	7	6	5	4	3	2	1	0
	Highly Effective		Effective				Developing		Ineffective		

**Port Jefferson Union Free School District
TEACHER IMPROVEMENT PLAN**

Name _____ Subject/Grade _____

Building _____ Date _____

Administrator Responsible for Plan: _____

Timeline for Achieving Improvement: _____ *(meeting to be held following week)*

1. DOMAIN NEEDING IMPROVEMENT (based on Annual Professional Performance Review)::

- _____ Planning and Preparation
- _____ The Classroom Environment
- _____ Instruction
- _____ Professional Responsibilities

(Administrator selects lowest-rated area; additional areas may be addressed in subsequent plans.)

2. STANDARDS-BASED GOALS:

*(Administrator identifies specific element(s) from the targeted domain that require improvement to the effective level;
e.g. for Area 2, The Classroom Environment, "2d. Managing Student Behavior; 2e. Organizing Physical Space")*

3. MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED:

*(Team collaboratively agrees on the specific evidence that will demonstrate improvement,
including the description of any artifacts the teacher will produce)*

4. **PROFESSIONAL LEARNING ACTIVITIES**
(developed collaboratively by team)

Timeline

5. **ADDITIONAL SUPPORT AND ASSISTANCE TO BE RECEIVED**
(developed collaboratively by team)

Timeline

Signature of Administrator
Responsible for Plan /Date

Teacher's Signature/Date

Signature of PJTA Representative/Date

Other Administrator (when applicable)

Signature of Peer Assistance Teacher/Date

ASSESSMENT OF PERFORMANCE *(upon completion of plan):*

Targeted DOMAIN (listed in #1)

Assessment of Performance (HEDI)

points

- Performance rated as **Effective - no other domains targeted** – add domain-specific observations to current year’s file for use in this year’s APPR and return to regular evaluation cycle
- Performance rated as **Effective** – add domain-specific observations to current year’s file for use in this year’s APPR and develop plan for next targeted area
- Performance rated as **Developing** – extend plan for ____ more weeks and re-evaluate on _____
- Little or no progress made: develop alternative plan for targeted area**
- Little or no progress made: develop plan for next targeted area**
- Little or no progress made: anticipate letter of termination on or before April 1 (*probationary teacher*)**

Signature of Administrator
Responsible for Plan /Date

Teacher’s Signature*/Date

PJTA Representative’s Signature*/Date

*The signatures of the teacher and PJTA representative acknowledge that they attended the meeting held to assess the teacher’s performance on the TIP, received a copy of the report, and were notified that the completed Teacher Improvement Plan would be placed in the teacher’s file.

Port Jefferson School District
HEDI Table B 2014-2015; HEDI Table B 2015-2016 and Beyond

Port Jefferson School District Table B 2014-2015: HEDI Scoring based on 20-point scale for 2014-2015 only																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Scoring Proficient (Levels 3 & 4)	91-100	82-90	73-81	64-72	55-63	46-54	40-45	38-39	36-37	34-35	33	32	29-31	26-28	23-25	19-22	15-18	11-14	6-10	3-5	0-2

Port Jefferson School District Table B 2015-2016 and Beyond: HEDI Scoring based on 20-point scale for 2015-2016 and Beyond																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Scoring Proficient (Levels 3 & 4)	+28 or more	+23 to +27	+14 to +22	+8 to +13	+6 to +7	+4 to +5	+2 to +3	+1	X	-1 to -5	-6 to -10	-11 to -15	-16 to -20	-21 to -25	-26 to -28	-29 to -31	-32 to -34	-35 to -37	-38 to -40	-41 to -43	-44 or more

X - % Proficient for grade level from prior year

**Port Jefferson School District
HEDI Table J: Minimum Rigor Expectation for Growth
(7.3 – Grades 3-8 ELA & Math)**

Port Jefferson School District Table J: HEDI Scoring based on 20-point scale, Minimum Rigor Expectation for Growth																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Scoring Level 2 or Higher	91-100	82-90	73-81	64-72	55-63	46-54	40-45	39	38	37	36	35	29-34	26-28	23-25	19-22	15-18	11-14	6-10	3-5	0-2

Port Jefferson School District HEDI Table A
(HEDI Table for insertion in 8.1)

Table A: HEDI Scoring based on 20-point scale																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	96-100	91-95	85-90	82-84	79-81	77-78	74-76	72-73	70-71	68-69	66-67	65	63-64	60-62	57-59	54-56	52-53	50-51	36-49	21-35	0-20

Port Jefferson School District HEDI Table B
(HEDI Tables for insertion in 8.1)

Table B: HEDI Scoring based on 20-point scale																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Scoring Proficient (Levels 3 & 4)	91-100	82-90	73-81	64-72	55-63	46-54	40-45	38-39	36-37	34-35	33	32	29-31	26-28	23-25	19-22	15-18	11-14	6-10	3-5	0-2

Port Jefferson School District HEDI Table D - VA
(HEDI Table for insertion in 8.1)

Table D: HEDI Scoring based on 15-point scale for those with Value-Added Score on State Growth Measure																
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	93-100	85-92	81-84	77-80	74-76	71-73	68-70	65-67	62-64	59-61	56-58	53-55	50-52	36-49	21-35	0-20

Port Jefferson School District HEDI Table E - VA
(HEDI Tables for insertion in 8.1)

Table E: HEDI Scoring based on 15-point scale for those with Value-Added Score on State Growth Measure																
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students Meeting Target	90-100	80-89	70-79	60-69	50-59	40-49	33-39	32	29-31	26-28	23-25	19-22	15-18	10-14	5-9	0-4

Port Jefferson School District - Items for 9.7

Principal Conversion Chart

End of Year Summative Evaluation Instrument including Goal Setting and Attainment Instrument

Structured Review of Artifacts Instrument

Conversion Scale for "Other Measures" 54 Points (Plus 'Goals' Score)

PJ Raw	NYS	NYS Rounded		PJ Raw	NYS	NYS Rounded
0	0	0		78	27.35	27
1	0.35	0		79	27.70	28
2	0.70	1		80	28.05	28
3	1.05	1		81	28.40	28
4	1.40	1		82	28.75	29
5	1.75	2		83	29.10	29
6	2.10	2		84	29.45	29
7	2.45	2		85	29.81	30
8	2.81	3		86	30.16	30
9	3.16	3		87	30.51	31
10	3.51	4		88	30.86	31
11	3.86	4		89	31.21	31
12	4.21	4		90	31.56	32
13	4.56	5		91	31.91	32
14	4.91	5		92	32.26	32
15	5.26	5		93	32.61	33
16	5.61	6		94	32.96	33
17	5.96	6		95	33.31	33
18	6.31	6		96	33.66	34
19	6.66	7		97	34.01	34
20	7.01	7		98	34.36	34
21	7.36	7		99	34.71	35
22	7.71	8		100	35.06	35
23	8.06	8		101	35.42	35
24	8.42	8		102	35.77	36
25	8.77	9		103	36.12	36
26	9.12	9		104	36.47	36
27	9.47	9		105	36.82	37
28	9.82	10		106	37.17	37
29	10.17	10		107	37.52	38
30	10.52	11		108	37.87	38
31	10.87	11		109	38.22	38
32	11.22	11		110	38.57	39
33	11.57	12		111	38.92	39
34	11.92	12		112	39.27	39
35	12.27	12		113	39.62	40
36	12.62	13		114	39.97	40
37	12.97	13		115	40.32	40

continued on next page

continued on next page

PJ Raw	NYS	NYS Rounded		PJ Raw	NYS	NYS Rounded
38	13.32	13		116	40.68	41
39	13.68	14		117	41.03	41
40	14.03	14		118	41.38	41
41	14.38	14		119	41.73	42
42	14.73	15		120	42.08	42
43	15.08	15		121	42.43	42
44	15.43	15		122	42.78	43
45	15.78	16		123	43.13	43
46	16.13	16		124	43.48	43
47	16.48	16		125	43.83	44
48	16.83	17		126	44.18	44
49	17.18	17		127	44.53	45
50	17.53	18		128	44.88	45
51	17.88	18		129	45.23	45
52	18.23	18		130	45.58	46
53	18.58	19		131	45.94	46
54	18.94	19		132	46.29	46
55	19.29	19		133	46.64	47
56	19.64	20		134	46.99	47
57	19.99	20		135	47.34	47
58	20.34	20		136	47.69	48
59	20.69	21		137	48.04	48
60	21.04	21		138	48.39	48
61	21.39	21		139	48.74	49
62	21.74	22		140	49.09	49
63	22.09	22		141	49.44	49
64	22.44	22		142	49.79	50
65	22.79	23		143	50.14	50
66	23.14	23		144	50.49	50
67	23.49	23		145	50.84	51
68	23.84	24		146	51.19	51
69	24.19	24		147	51.55	52
70	24.55	25		148	51.90	52
71	24.90	25		149	52.25	52
72	25.25	25		150	52.60	53
73	25.60	26		151	52.95	53
74	25.95	26		152	53.30	53
75	26.30	26		153	53.65	54
76	26.65	27		154	54.00	54
77	27.00	27				

PORT JEFFERSON SCHOOL DISTRICT

Port Jefferson, New York

PRINCIPAL END-OF-YEAR SUMMATIVE EVALUATION REPORT

Principal's Name: _____

School: _____

Central Office Administrator/Position: _____

Date of Meeting: _____

Tenure Date: _____

The Rubric for Principal Evaluation must be utilized to determine the ratings for each area.

The rating for each area is based on the overall performance on the specific indicators for that area on the Rubric for Principal Evaluation. Comments related to the specific strengths and weaknesses witnessed during the observation may be inserted after each rating, or addressed in the summary at the end of this report.

DOMAIN 1 – SHARED VISION OF LEARNING An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
	H (4)	E (3.5)	D (1.75)	I (0)
A. Collaboratively develops and implements a shared vision and mission				
B. School vision and mission are linked to District goals				
C. School vision and mission are linked to school programs and policies				
D. Process and structure are in place for continuous improvement				
<u>Comments:</u>	<u>Total Raw Score for Domain:</u>			

DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
	H (4)	E (3.5)	D (1.75)	I (0)
A. Promotes teaming and common planning to help teachers improve their teaching practice				
B. Develops a culture of collaboration, encouraging staff to work together to improve learning				
C. Creates a learning environment that involves students in meaningful relevant learning connected to their experiences				
D. Creates a comprehensive, rigorous, and coherent curricular program				
E. Supervises instruction				
F. Minimizes disruption to instruction time				
G. Develops the instructional and leadership capacity of staff				
H. Promotes the use of the most effective technology				
I. Develops assessments to monitor student progress				
J. Gathers input to monitor and evaluate the impact of the instructional program				
<u>Comments:</u>	<u>Total Raw Score for Domain:</u>			

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
	H (4)	E (3.5)	D (1.75)	I (0)
A. Obtains, allocates, aligns and utilizes human, fiscal and technological resources				
B. Develops the capacity for distributed leadership				
C. Protects the welfare and safety of students and staff				
D. Monitors, evaluates, and revises management and operational systems				
E. Ensures teacher and organizational time is focused to support student learning				
Comments:	Total Raw Score for Domain:			

DOMAIN 4 – COMMUNITY An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
	H (4)	E (3.5)	D (1.75)	I (0)
A. Collects and analyzes data and uses it to make related improvements				
B. Promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				
Comments:	Total Raw Score for Domain:			

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
	H (4)	E (3.5)	D (1.75)	I (0)
A. Ensures a system of accountability for each student’s academic and social success				
B. Considers and evaluates the potential moral and legal consequences of decision making				
C. Thoughtfully considers and upholds mandates to preserve the integrity of the school				
D. Models principles of self-awareness, reflective practice, and ethical behavior				
E. Safeguards the values of democracy, equity, and diversity				
F. Promotes social justice and ensures that student needs inform all aspects of schooling				
Comments:	Total Raw Score for Domain:			

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	H (4)	E (3.5)	D (1.75)	I (0)
A. Acts to influence local, district, state, and national decisions affecting student learning				
B. Assesses, analyzes, and anticipates trends in order to adapt leadership strategies				
C. Advocates for children, families, and caregivers				
Comments:	<u>Total Raw Score for Domain:</u>			

OVERALL COMMENTS:

RAW Score Calculation	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	= SUB TOTAL	+ ARTIFACTS	TOTAL RAW SCORE
USE CONVERSION CHART IN APPENDIX F, TOTAL SCORE									
(0 – 54) =									

GOAL SETTING AND ATTAINMENT

MPPR OTHER – GOAL SETTING AND ATTAINMENT				
	H (1.5)	E (1)	D (.5)	I (0)
A. Uncovering Goals – Align, Define				
B. Strategic Planning – Prioritize, Strategize				
C. Taking Action – Mobilize, Monitor, Refine				
D. Evaluating Attainment – Document Insights, Accomplishments, New questions, Implications for Moving Forward, Next Steps				
Comments:				

GOAL ATTAINMENT	(0 – 6)

OTHER MEASURES SCORE (0 – 60)	Summative and Artifacts (0 – 54)	Goals (0 - 6)	EQUALS Total Score (0 - 60)

HEDI RATING FOR “OTHER MEASURES”: _____

HEDI RATING FOR OTHER MEASURES	
HIGHLY EFFECTIVE	54 - 60
EFFECTIVE	46 - 53
DEVELOPING	35 – 45
INEFFECTIVE	0 - 34

Principal’s Signature: _____

Date: _____

Evaluator’s Signature: _____

Date: _____

The Principal’s Signature signifies that the Principal has received a copy of the evaluation and has been notified that the item shall be placed in the file.

Appendix G

Rubric for the Structured Review of Artifacts for Principals

Principal's Name: _____ School: _____

Central Office Administrator/Position: _____ Date of Meeting: _____

Points	# Artifacts	Quality of Artifacts
30	At least 10	At least 10 artifacts representing all 6 Domains of MPPR, with each artifact rated as Effective or higher using the performance indicators of the MPPR.
27	At least 9	At least 9 artifacts representing all 6 Domains of MPPR, with each artifact rated as Effective or higher using the performance indicators of the MPPR.
24	At least 8	At least 8 artifacts representing all 6 Domains of MPPR, with each artifact rated as Effective or higher using the performance indicators of the MPPR.
21	At least 7	At least 7 artifacts representing all 6 Domains of MPPR, with each artifact rated as Effective or higher using the performance indicators of the MPPR.
18	At least 6	At least 6 artifacts representing all 6 Domains of MPPR, with each artifact rated as Effective or higher using the performance indicators of the MPPR.
15	At least 5	At least 5 artifacts representing at least 5 Domains of MPPR, with each artifact rated as Effective or higher using the performance indicators of the MPPR.
12	At least 4	At least 4 artifacts representing at least 4 Domains of MPPR, with each artifact rated as Effective or higher using the performance indicators of the MPPR.
9	3	At least 3 artifacts representing at least 3 Domains of MPPR, with each artifact rated as Effective or higher using the performance indicators of the MPPR.
6	2	At least 2 artifacts representing at least 2 Domains of MPPR, with each artifact rated as Effective or higher using the performance indicators of the MPPR.
3	1	At least 1 artifact representing at least 1 Domain of MPPR, with the artifact rated as Effective or higher using the performance indicators of the MPPR.
0	0	No artifacts submitted

Total Raw Points: _____

DO Administrator's Signature _____ Date _____

Principal's Signature* _____ Date _____

* The signature of the teacher acknowledges that the principal received a copy of the report.

PORT JEFFERSON SCHOOL DISTRICT

11.2

Plan of Improvement for Principals

Name:

Evaluator:

Title:

I. Focus of Plan - Performance Area/Domain (Multidimensional Principal Performance Rubric MPPR) – select up to two Domains:

Domain 1 Shared Vision of Learning

Domain 2 School Culture and Instructional Program

Domain 3 Safe, Efficient, Effective Learning Environment

Domain 4 Community

Domain 5 Integrity, Fairness, Ethics

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

SPECIFIC AREAS FOR IMPROVEMENT WITHIN THE DOMAINS: Identify specific areas in need of improvement; maximum of two goals. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.

Domain and Goal(s):

Domain and Goal(s)

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

Domain:

Domain:

RESPONSIBILITIES: Identify specific steps to be taken by Superintendent and the principal throughout the Plan, without specific dates. Examples: school visits by the Superintendent every three weeks; supervisory conferences between the principal and Superintendent every other week; written reports and/or evaluations, etc.

Domain:

Domain:

RESOURCES/ACTIVITIES: Identify specific resources available to assist the principal to improve performance. Examples: colleagues; recommended courses; recommended workshops; peer visits; specific materials; etc. Note – all resources to be provided at the expense of the school district.

List specific activities related to targeted goals identified in Section I, ex:

1. List specific materials, people, workshop to be used to support the PIP
2. Identify the instrument or rubrics used to monitor progress
3. List specific resources, Danielson video or online PD (*Educational Impact or ASCD*)

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

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

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

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

_____ PIP Central Office Administrator	_____ Date
_____ Principal	_____ Date
_____ PJAA Representative	_____ Date

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Kathy, Ed.D. 8/17/15

Teachers Union President Signature: Date:

Brian K. Snow 8/17/15

Administrative Union President Signature: Date:

Debra A. Ferry 8/17/15

Board of Education President Signature: Date:

Kathleen Brennan 8/17/15

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

KU-RG, Ed.D. 8/17/15