



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

Commissioner of Education
President of the University of the State of New York
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December 10, 2012

Nancy Carney, Superintendent
Riverhead Central School District
700 Osborn Avenue
Riverhead, NY 11901

Dear Superintendent Carney:

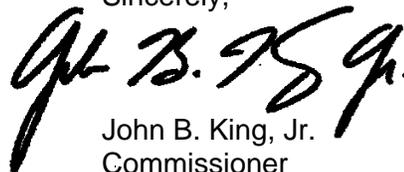
Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, June 15, 2012

Updated Friday, November 09, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

58060204000

1.2) School District Name:

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

Riverhead Central School District

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012-2014

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

Created Friday, May 18, 2012

Updated Friday, December 07, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Math ELA Grade 4 State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Math ELA Grade 4 State Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Math ELA Grade 4 State Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The expectation for each student is to reach proficiency, which is a score of 3 or 4 on the 4th Grade ELA and Math State Assessment in the current school year with the overarching goal of increasing the percent of students who are proficient on the State Assessments. The grade-wide change in the percentage of students who are proficient on the 4th Grade ELA State Assessment as compared to the percentage of students who were proficient on the previous year's 3rd Grade ELA State Assessment will be averaged equally with the grade-wide change in the percentage of students who are proficient on the 4th Grade Math State Assessment as compared to the percentage of students who were proficient on the previous year's 3rd Grade Math State Assessment. This average will be the overall grade-wide change in the percent proficient in ELA and Math. Based on the overall grade-wide change in the percentage of students who meet proficiency, a corresponding 0-20 point HEDI score will be determined using the uploaded attachment "Percent Change in Proficiency HEDI Chart".

K-2 common branch teachers with multiple measures: the school-wide HEDI score described above for K-2 ELA will be averaged with the grade level HEDI score determined for Math. For example, for a second grade teacher who teaches both ELA and Math, the school-wide percent change in proficiency HEDI score will be averaged equally with the second grade HEDI percent growth score for second grade Math.

Third grade teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth on the spring ELA State Assessment. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0 - 20 point HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 points". Teachers with multiple measures: the percent of students who meet the minimum growth expectation in ELA and Math will be averaged equally. For example, for a third grade teacher who teaches both ELA and Math, the third grade percentage of students in ELA who meet or exceed that minimum growth expectation of 15% growth will be averaged equally with the third grade percentage of students in Math who meet or exceed that minimum growth expectation of 15% growth. This final percentage will result in a HEDI score using the uploaded HEDI chart, "Percent Growth – 20 points".

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

See uploaded "Percent Growth – 20 points HEDI Chart" and "Percent Change in Proficiency HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart" and "Percent Change in Proficiency HEDI Chart".

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded "Percent Growth – 20 points HEDI Chart" and "Percent Change in Proficiency HEDI Chart".
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded "Percent Growth – 20 points HEDI Chart" and "Percent Change in Proficiency HEDI Chart".

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Riverhead District Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Riverhead District Developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Riverhead District Developed Second Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth on the final spring summative assessment. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0 - 20 point HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 points". K-2 common branch teachers with multiple measures: the school-wide HEDI score for K-2 ELA will be averaged with the grade level HEDI score determined for Math. For example, for a second grade teacher who teaches both ELA and Math, the school-wide percent change in proficiency HEDI score will be averaged equally with the second grade HEDI percent growth score for second grade Math.</p> <p>Third grade teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth on the spring Math State Assessment. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a</p>
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corresponding 0 - 20 point HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 points". Third grade teachers with multiple measures: the percent of students in ELA and Math who meet the minimum growth expectation will be averaged equally. For example, for a third grade teacher who teaches both ELA and Math, the third grade percentage of students in ELA who meet or exceed that minimum growth expectation of 15% growth will be averaged equally with the third grade percentage of students in Math who meet or exceed that minimum growth expectation of 15% growth. This final percentage will result in a HEDI score using the uploaded HEDI chart, "Percent Growth – 20 points".

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

See uploaded "Percent Growth – 20 points HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart".

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Riverhead's District Developed Seventh Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth on the final spring summative assessment for 7th grade and the State Assessment in Science for the 8th grade. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0 - 20 point HEDI score will be

	determined using the uploaded HEDI chart “Percent Growth – 20 points”.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded “Percent Growth – 20 points HEDI Chart”.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Riverhead's District Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	iverhead's District Developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth on the final spring summative assessment. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0 - 20 point HEDI score will be determined using the uploaded HEDI chart “Percent Growth – 20 points”.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded “Percent Growth – 20 points HEDI Chart”.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded “Percent Growth – 20 points HEDI Chart”.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded “Percent Growth – 20 points HEDI Chart”.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded “Percent Growth – 20 points HEDI Chart”.

2.6) High School Social Studies Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth which will be determined by comparing the pre-assessment given in the fall in each course, American History and Global 2, to the Regents Examination administered in that course in the spring. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0 - 20 point HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 points". Please note: the Global I course will have a growth score calculated by averaging the grade-wide percentage of students who meet or exceed the minimum growth expectation in American History with the grade-wide percentage of students who meet or exceed the minimum growth expectation in Global 2 growth score for one overall HEDI score out of 20 points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart"..
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth which will be determined by comparing the pre-assessment given in the fall in each course, Living Environment, Earth Science, Chemistry, and Physics, to the Regents Examination administered in that course in the spring. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0 - 20 point HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 points".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded "Percent Growth – 20 points HEDI Chart".

2.8) High School Math Regents Courses

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

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

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

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

<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>Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth which will be determined by comparing the pre-assessment given in the fall in each course, Algebra 1, Geometry, Algebra 2, to the Regents Examination administered in that course in the spring. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0 - 20 point HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 points".</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See uploaded "Percent Growth – 20 points HEDI Chart".</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See uploaded "Percent Growth – 20 points HEDI Chart".</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See uploaded "Percent Growth – 20 points HEDI Chart".</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See uploaded "Percent Growth – 20 points HEDI Chart".</p>

2.9) High School English Language Arts

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

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

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

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

<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>Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth which will be determined</p>
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by comparing the pre-assessment given in the fall in ELA 11 to the Regents Examination administered in that course in the spring. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0 - 20 point HEDI score will be determined using the uploaded HEDI chart "Percent Growth – 20 points".

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

See uploaded "Percent Growth – 20 points HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart".

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All Other HS Social Studies Courses	School/BOCES-wide/group/team results based on State	Global and American History Regents
All Other HS Science Courses	School/BOCES-wide/group/team results based on State	Living Environment, Earth Science, Chemistry, Physics Regents
All Other HS ELA Courses	School/BOCES-wide/group/team results based on State	ELA 11 Regents
All LOTE HS Courses	District, Regional or BOCES-developed	Riverhead District-Developed LOTE Assessments (French, Spanish, and Latin)
All Other HS Math Courses	School/BOCES-wide/group/team results based on State	Algebra 1, Geometry, Algebra 2 Regents
All Other HS courses	School/BOCES-wide/group/team results based on State	ELA 11 Regents
All Other 7-8 Courses	School/BOCES-wide/group/team results based on State	State ELA/MATH 7 and State ELA/Math 8
All Other K-4 Courses	School/BOCES-wide/group/team results based on State	State ELA/Math 4
All Other 5-6 Courses	School/BOCES-wide/group/team results based on State	State ELA/Math 5 and State ELA/Math 6

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

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

For all other K-4 Courses:

Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The expectation for each student is to reach proficiency, which is a score of 3 or 4 on the 4th Grade ELA and Math State Assessment in the current school year. The grade-wide change in the percentage of students who are proficient on the 4th Grade ELA State Assessment as compared to the previous year's percentage of students who were proficient on the 3rd Grade ELA State Assessment will be averaged equally with the grade-wide change in the percentage of students who are proficient on the 4th Grade Math State Assessment as compared to the previous year's percentage of students who were proficient on the 3rd Grade Math State Assessment resulting in an overall grade-wide change in the percent of students proficient. Based on the overall grade-wide change in the percentage of students who meet proficiency, a corresponding 0-20 point HEDI score will be determined using the uploaded attachment "Percent Change in Proficiency HEDI Chart".

For all other 5/6 courses:

Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The expectation for each student is to reach proficiency, which is a score of 3 or 4 on the ELA and Math State Assessment in the current school year. The grade-wide change will be determined by comparing the percentage of students who are proficient on the 6th and 5th Grade ELA and Math State Assessments to the percentage of students who were proficient respectively on the 5th and 4th Grade ELA and Math State Assessments from the previous year. The percent change in proficiency in 6th Grade ELA and Math and 5th Grade ELA and Math will be averaged equally resulting in an overall school-wide change in the percent of students' proficient. Based on the overall school-wide change in the percentage of students who meet proficiency, a corresponding 0-20 point HEDI score will be determined using the uploaded attachment "Percent Change in Proficiency HEDI Chart".

For all other 7/8 courses: Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The expectation for each student is to reach proficiency, which is a score of 3 or 4 on the ELA and Math State Assessment in the current school year. The grade-wide change will be determined by comparing the percentage of students who are proficient on the 8th and 7th Grade ELA and Math State Assessments to the percentage of students who were proficient respectively on the 7th and 6th Grade ELA and Math State Assessments from the previous year. The percent change in proficiency in 8th Grade ELA and Math and 7th Grade ELA and Math will be averaged equally resulting in an overall school-wide

change in the percent of students' proficient. Based on the overall school-wide change in the percentage of students who meet proficiency, a corresponding 0-20 point HEDI score will be determined using the uploaded attachment "Percent Change in Proficiency HEDI Chart".

All other HS science course: A growth score will be calculated by averaging equally the percentage of students who meet or exceed the minimum growth expectation of 15% growth in the four science regents courses, Living Environment, Earth Science, Chemistry, and Physics, which will result in the averaged percentage of students who meet the minimum growth expectation of 15% growth. Based on this overall average, a corresponding 0-20 point HEDI score will be determined using the uploaded attachment "Percent Growth HEDI Chart (20 points)".

All other HS math courses: A growth score will be calculated by averaging equally the percentage of students who meet or exceed the minimum growth expectation of 15% growth in the three math regents courses, Algebra 1, Geometry, and Algebra 2, which will result in the averaged percentage of students who meet the minimum growth expectation of 15% growth. Based on this overall average, a corresponding 0-20 point HEDI score will be determined using the uploaded attachment "Percent Growth HEDI Chart (20 points)".

All HS LOTE courses: A growth score will be calculated by averaging equally the percentage of students who meet or exceed the minimum growth expectation of 15% growth in the three LOTE courses, Latin, French, Spanish, which will result in the averaged percentage of students who meet the minimum growth expectation of 15% growth. Based on this overall average, a corresponding 0-20 point HEDI score will be determined using the uploaded attachment "Percent Growth HEDI Chart (20 points)".

All other HS ELA courses and all other HS courses will use the ELA 11 course HEDI growth score using the chart "Percent Growth (20 points)".

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

See uploaded "Percent Growth – 20 points HEDI Chart" and "Percent Change in Proficiency HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart" and "Percent Change in Proficiency HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart" and "Percent Change in Proficiency HEDI Chart".

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

See uploaded "Percent Growth – 20 points HEDI Chart" and "Percent Change in Proficiency HEDI Chart".

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/131056-TXEttx9bQW/Task 2 Adjustments and HEDI Charts_1.docx

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

Adjustments will be made for students classified as SWD (students with disabilities), ELL (English-language learners), and/or assigned Poverty Status (free/reduced price lunch). The accommodation will be an adjustment of the final subcomponent score based on the percentage of the student population in one or more of the three categories (number of students in one or more of the three categories divided by the total population of students in the building). The adjustment will be as follows: from 0 to 40% of the students are in one or more of the three categories, 0 (none) points will be added, from 41 to 50% .25 points will be added, from 51 to 60% .5 points will be added, from 61 to 70% .75 points will be added, and above 71, 1.0 point will be added to the subcomponent score. The overall composite numerical score (the sum of the three subcomponent scores) will be a score to the hundredths place (for example, 83.25), so as to make is necessary to round this score up to the nearest whole number if the score is .50 or above. In no case, will an adjustment be made to the HEDI overall composite score by more than two points nor will a teacher's component score exceed 20 points.

The rationale for using an adjustment is the significant difference in the percentage of students within these three categories in each of our buildings. The determination of a student's status is determined by following state and federal regulations.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Friday, May 18, 2012

Updated Friday, December 07, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Right Reason 4th Grade ELA Assessment
5	6(ii) School wide measure computed locally	Right Reason 5th Grade ELA Assessment
6	6(ii) School wide measure computed locally	Right Reason 6th Grade ELA Assessment
7	6(ii) School wide measure computed locally	Right Reason 7th Grade ELA Assessment

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.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth on the final spring summative assessment. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0-15 point HEDI score will be determined using the uploaded attachment in Task 3.3. Teachers with multiple measures: the percent of students who meet the minimum growth expectation will be averaged equally. For example, for a fourth grade teacher who teaches both ELA and Math, the fourth grade school-wide ELA percent will be averaged equally with the fourth grade school-wide Math percent. This final percentage will result in a HEDI score using the uploaded HEDI chart, "Percent Growth – 15 points".
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Percent Growth" 15 point HEDI Chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Percent Growth" 15 point HEDI Chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Percent Growth" 15 point HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Percent Growth" 15 point HEDI Chart.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Right Reason 4th Grade Math Assessment
5	6(ii) School wide measure computed locally	Right Reason 5th Grade Math Assessment
6	6(ii) School wide measure computed locally	Right Reason 6th Grade Math Assessment
7	6(ii) School wide measure computed locally	Right Reason 7th Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers, in collaboration with the building principal, will be establishing individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth on the final spring summative assessment. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0-15 point HEDI score will be determined using the uploaded attachment in Task 3.3. Teachers with multiple measures: the percent of students who meet the minimum growth expectation will be averaged equally. For example, for a fourth grade teacher who teaches both ELA and Math, the fourth grade school-wide ELA percent will be averaged equally with the fourth grade school-wide Math percent. This final percentage will result in a HEDI score using the uploaded HEDI chart, "Percent Growth – 15 points".
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Percent Growth" 15 point HEDI Chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Percent Growth" 15 point HEDI Chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Percent Growth" 15 point HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Percent Growth" 15 point HEDI Chart.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131087-rhJdBgDruP/HEDI chart (15pts) 11.9.12.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	ELA 3rd and 4th Grade State Assessments
1	6(ii) School-wide measure computed locally	ELA 3rd and 4th Grade State Assessments
2	6(ii) School-wide measure computed locally	ELA 3rd and 4th Grade State Assessments
3	6(ii) School-wide measure computed locally	ELA 3rd and 4th Grade State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student achievement will be calculated by averaging equally all student results on the 3rd and 4th Grade ELA and Math State Assessments, which will then be converted using the NYS ELA/Math average 0-4.0 conversion column on the "Student Achievement" 20 Point HEDI Chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Math 3rd and 4th Grade State Assessments
1	6(ii) School-wide measure computed locally	Math 3rd and 4th Grade State Assessments
2	6(ii) School-wide measure computed locally	Math 3rd and 4th Grade State Assessments

3	6(ii) School-wide measure computed locally	Math 3rd and 4th Grade State Assessments
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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.	Student achievement will be calculated by averaging equally all student results on the 3rd and 4th Grade ELA and Math State Assessments, which will then be converted using the NYS ELA/Math average 0-4.0 conversion column on the “Student Achievement” 20 Point HEDI Chart..
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	6(ii) School wide measure computed locally	ELA and Math 7th and 8th Grade State Assessments
8	6(ii) School wide measure computed locally	ELA and Math 7th and 8th Grade State Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	Student achievement will be calculated by averaging equally from all student results on the 7th and 8th Grade ELA and Math State Assessments, which will then be
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graphic at 3.13, below.	converted using the NYS ELA/Math average 0-4.0 conversion column on the “Student Achievement” 20 Point HEDI Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable common branch teachers
7	6(ii) School wide measure computed locally	ELA and Math 7th and 8th Grade State Assessments
8	6(ii) School wide measure computed locally	ELA and Math 7th and 8th Grade State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student achievement will be calculated by averaging equally from all student results on the 7th and 8th Grade ELA and Math State Assessments, which will then be converted using the NYS ELA/Math average 0-4.0 conversion column on the “Student Achievement” 20 Point HEDI Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded “Student Achievement” 20 Point HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	See the uploaded “Student Achievement” 20 Point HEDI Chart.

for grade/subject.

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

See the uploaded "Student Achievement" 20 Point HEDI Chart.).

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013
Global 2	6(ii) School wide measure computed locally	Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013
American History	6(ii) School wide measure computed locally	Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013

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

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

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

There will be two components to the locally computed 20 points which will be equally weighted. The first component is the averaged achievement on the regents examinations, Global 2 and American History, given in the High School Social Studies Department. The second component is the averaged student achievement on the five Regents exams necessary for graduation. The five Regents used will be Algebra 1, Global History, American History, English 11, and Living Environment. These are the gate keeper Regents examinations for graduation. Both averages will use the attached 0-100 conversion chart to determine the local 20 point score and then the two local 20 point scores will be averaged for an overall local 20 point score.

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

See the uploaded "Student Achievement" 20 Point HEDI Chart.

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

See the uploaded "Student Achievement" 20 Point HEDI Chart.

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

See the uploaded "Student Achievement" 20 Point HEDI Chart.

for grade/subject.

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

See the uploaded "Student Achievement" 20 Point HEDI Chart.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Earth Science, Chemistry, Physics, Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013
Earth Science	6(ii) School wide measure computed locally	Earth Science, Chemistry, Physics, Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013
Chemistry	6(ii) School wide measure computed locally	Earth Science, Chemistry, Physics, Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013
Physics	6(ii) School wide measure computed locally	Earth Science, Chemistry, Physics, Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013

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

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

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

There will be two components to the locally computed 20 points which will be equally weighted. The first component is the averaged achievement on the regents examinations, Living Environment, Earth Science, Chemistry, and Physics, given in that department. The second component is the averaged student achievement on the five Regents exams necessary for graduation. The five Regents used will be Algebra 1, Global History, American History, English 11, and Living Environment. These are the gate keeper Regents examinations for graduation. Both averages will use the attached 0-100 conversion chart to determine the local 20 point score and then the two local 20 point scores will be averaged for an overall local 20 point score.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or

See the uploaded "Student Achievement" 20 Point HEDI Chart.

achievement for grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Geometry, Algebra 2, Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013
Geometry	6(ii) School wide measure computed locally	Geometry, Algebra 2, Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013
Algebra 2	6(ii) School wide measure computed locally	Geometry, Algebra 2, Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013, Global, American, ELA, Algebra, Living Environment Regents Examinations June 2013

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	There will be two components to the locally computed 20 points which will be equally weighted. The first component is the averaged achievement on the regents examinations, Algebra 1, Geometry and Algebra 2, given in that department. The second component is the averaged student achievement on the five Regents exams necessary for graduation. The five Regents used will be Algebra 1, Global History, American History, English 11, and Living Environment. These are the gate keeper Regents examinations for graduation. Both averages will use the attached 0-100 conversion chart to determine the local 20 point score and then the two local 20 point scores will be averaged for an overall local 20 point score.
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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.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013
Grade 10 ELA	6(ii) School wide measure computed locally	Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013
Grade 11 ELA	6(ii) School wide measure computed locally	Global, American History, ELA, Algebra, Living Environment Regents Examinations June 2013

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	There will be two components to the locally computed 20 points which will be equally weighted. The first component is the averaged achievement on the regents examination, ELA 11, given in that department. The second component is the averaged student achievement on the five Regents exams necessary for graduation. The five Regents used will be Algebra 1, Global History, American History, English 11, and Living Environment. These are the gate keeper Regents examinations for graduation. Both averages will use the attached 0-100 conversion chart to determine the local 20 point score and then the two local 20 point scores will be averaged for an overall local 20 point score.
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Point HEDI Chart.

For all other 5-6 teachers:

Student achievement will be calculated from all student results on the 5th and 6th Grade ELA and Math State Assessments. An overall average will be calculated using students' results from all four State Assessments, which will then be converted using the NYS ELA/Math average 0-4.0 conversion column on the "Student Achievement" 20 Point HEDI Chart.

For all other 7-8 teachers:

Student achievement will be calculated from all student results on the 7th and 8th Grade ELA and Math State Assessment. An overall average will be calculated using students' results from all four State Assessments, which will then be converted using the NYS ELA/Math average 0-4.0 conversion column on the "Student Achievement" 20 Point HEDI Chart.

For all other high school courses:

Student achievement will be calculated using two components for the locally computed 20 points in which each component will be equally weighted. The first component is the averaged achievement on the regents examination, ELA 11. The second component is the averaged student achievement on the five Regents exams necessary for graduation. The five Regents used will be Algebra 1, Global History, American History, ELA 11, and Living Environment. These are the gate keeper Regents examinations for graduation. Both averages, the ELA average and the five regents examination average, will use the attached 0-100 conversion chart to determine the local 20 point score and then the two local 20 point scores will be averaged for an overall local 20 point score. The attached "Student achievement Chart (20 points)" will be used to determine the HEDI scores and ratings.

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

See the uploaded "Student Achievement" 20 Point HEDI Chart.

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

See the uploaded "Student Achievement" 20 Point HEDI Chart.

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

See the uploaded "Student Achievement" 20 Point HEDI Chart.

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

See the uploaded "Student Achievement" 20 Point HEDI Chart.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131087-y92vNseFa4/Task 3. Student Achievement and Percent Growth HEDIs and Locally Developed Controls_1.docx

3.14) Locally Developed Controls

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

See uploaded Local Controls and Adjustments.

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.

See general HEDI description.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, June 26, 2012

Updated Tuesday, November 20, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be observed and evaluated using the Danielson 2007 Framework. Each component is being rated through two observations and, in addition, teachers will be keeping a record for Domain 4 throughout the year. At the end of the year, a summative evaluation will be completed for each teacher (see attached form) using the Danielson 2007 Framework. A value is assigned to each rating (highly effective = 7, effective = 6, developing = 4 and ineffective = 0). The number of ratings in each category will be counted, multiplied by the corresponding point value and then the total points summed up. The total points earned will then be converted to a scaled score out of 60 points using the chart attached. The full 60 points will be evaluated using the Danielson Framework 2007.

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

assets/survey-uploads/5091/145947-eka9yMJ855/TeacherEvaluationForm11.19.12.docx

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

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>The teacher will predominately exemplify those characteristics as delineated in the elements in the Danielson rubric as Highly Effective. The teacher is a master teacher and contributes to the field, both in and outside of school. The points available in the HEDI category for Highly Effective are 59 and 60. The points will be assigned according to the rubric on the teacher summative evaluation form attached.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>The teacher will predominately exemplify those characteristics as delineated in the elements in the Danielson rubric as Effective. The teacher clearly understands the concepts of the Danielson Framework and implements them well. Learning is clearly taking place. The points available in the HEDI category for Effective are 57 and 58. The points will be assigned according to the rubric on the teacher summative evaluation form attached.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>The teacher will predominately exemplify those characteristics as delineated in the elements in the Danielson rubric as Developing. The points available in the HEDI category for Developing are 46-56. The points will be assigned according to the rubric on the teacher summative evaluation form attached.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>The teacher will predominately exemplify those characteristics as delineated in the elements in the Danielson rubric as Ineffective. The points available in the HEDI category for Ineffective are 0-45. The points will be assigned according to the rubric on the teacher summative evaluation form attached.</p>

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, June 26, 2012

Updated Tuesday, November 20, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, May 18, 2012

Updated Tuesday, November 20, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/131093-Df0w3Xx5v6/APPR Teacher Improvement Plan FORM.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Riverhead Central School District APPR Appeal Process

First Year Summative Evaluation Appeal Process (Confidentiality is preserved throughout the process of an appeal).

- *A teacher has 15 school days from the notification of his/her rating to submit an appeal to the building principal.*
- *The principal will respond to this appeal within five (5) school days.*
- *If the principal denies the appeal, then the teacher has the right to appeal to a review panel. If the teacher does not appeal the*

principal's decision within 30 school days, the teacher forfeits the right to appeal this rating at a future date.

•The panel is thereafter convened: 3 person in-district review panel comprised of: 2 teachers – selected by Riverhead Central Faculty Association (RCFA-teacher's association) and 1 administrator selected by the district– not involved in rating the teacher. Teacher presents evidence to the panel. Panel meets and concludes within 30 calendar days with a written recommendation to the Superintendent. The panel's recommendation to the Superintendent will remain confidential.

•Superintendent receives written recommendation from panel and renders a decision within 10 calendar days. In the Superintendent's decision the panel's decision will remain confidential. The Superintendent may make one of three recommendations: the rating stands, the rating will be adjusted, or the rating for the year being appealed will not be used against the teacher in an expedited 3020a hearing.

•Superintendent makes final determination of teacher rating. If the Superintendent overrules the administrator's rating, the administrator will revise the teacher's rating accordingly.

Second Year Appeal of Summative Evaluation:

Confidentiality is preserved throughout the process of an appeal.

•Same procedure as above with the difference being the composition of the review panel- 4 person in district review panel comprised of: 2 teachers – selected by RCFA and 2 Administrators – 1 building level not involved in rating the teacher and 1 Assistant Superintendent selected by the district. If a tie-breaker is needed, the RCFA and District will agree upon a mutually acceptable tie-breaker within 10 school days. Teacher presents evidence to the panel. The Panel will hear the appeal promptly and conclude within 30 calendar days with a written recommendation to the Superintendent. The panel's recommendation to the Superintendent will remain confidential.

•Superintendent receives written recommendation from panel and renders a decision within 10 calendar days. In the Superintendent's decision the panel's decision will remain confidential. The Superintendent may make one of three recommendations: the rating stands, the rating will be adjusted, or the rating for the year being appealed will not be used against the teacher in an expedited 3020a hearing.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Teacher evaluators and Principal evaluators were/are being trained by the network team from ESBOCES for a minimum of 35 hours of professional development. The professional development addressed the following elements:

- (1) The New York State Teaching Standards/ISLLC*
- (2) Evidence-based observations*
- (3) Application and use of student growth percentile model and value-added growth model*
- (4) Application and use of the State-approved Teacher/Principal Practice Rubrics*
- (5) Application and use of the assessment tools used to evaluate teachers/principals*
- (6) Application and use of the State-approved locally selected measures of student achievement*
- (7) The scoring methodology utilized to evaluate teachers/principals*
- (8) Specific considerations in evaluating building principals of English language learners and students with disabilities*
- (9) Training on the use of the Statewide Instructional Reporting System*

The Superintendent and /his/her designees will conduct district-wide case studies and then accompany each teacher evaluator to ensure interrater reliability district-wide. Teacher evaluators will also conduct observations and summative evaluation conferences together to ensure interrater reliability. The Assistant Superintendents, who are evaluating the principals, have been trained by the district's network team or the network team from ESBOCES and will be conducting building visits and principal observations/evaluations together to ensure that principals are rated consistently throughout the district.

All administrators (building administrators and district-wide directors) and lead evaluators (Superintendent, Assistant Superintendent for Curriculum and Instruction and Assistant Superintendent for Human Resources) will be certified by resolution by the Riverhead Central School District Board of Education upon completion of the ESBOCES 35 hours of professional development.

Thereafter, ongoing training will be conducted to refine observation and evaluation practices at our monthly leadership development meetings. New administrators will complete the same protocol as current administrators upon hiring.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

7. Growth on State Assessments or Comparable Measures (Principals)

Created Wednesday, June 27, 2012
Updated Thursday, November 29, 2012

Page 1

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

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

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

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

5-6
7-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4 Elementary Schools	State assessment	3rd Grade State ELA and Math Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Each building principal in each K-4 building, in collaboration with third grade teachers in his/her building, will establish individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth from the baseline pre-assessment as compared to the 3rd Grade State ELA and Math Assessments. Based on the overall grade-wide percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0-20 point HEDI score will be determined using the uploaded attachment in Task 7.3. 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 the District will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See the uploaded "Percent Growth" 20 point HEDI Chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See the uploaded "Percent Growth" 20 point HEDI Chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See the uploaded "Percent Growth" 20 point HEDI Chart.

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

See the uploaded "Percent Growth" 20 point HEDI Chart.

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

assets/survey-uploads/5365/146543-lha0DogRNw/~\$DI Percent Growth 20 pts 11.26.12.docx

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

Adjustments for Growth (does not include state growth score): 20 point subcomponent

Adjustments will be made for students classified as SWD (students with disabilities), ELL (English-language learners), and/or assigned Poverty Status (free/reduced price lunch). The accommodation will be an adjustment of the final subcomponent score based on the percentage of the student population in one or more of the three categories (number of students in one or more of the three categories divided by the total population of students in the building). The adjustment will be as follows: from 0 to 40% of the students are in one or more of the three categories, 0 (none) points will be added, from 41 to 50% .25 points will be added, from 51 to 60% .5 points will be added, from 61 to 70% .75 points will be added, and above 71, 1.0 point will be added to the subcomponent score. The overall composite numerical score (the sum of the three subcomponent scores) will be a score to the hundredths place (for example, 83.25), so as to make it necessary to round this score up to the nearest whole number if the score is .50 or above. In no case, will an adjustment be made to the HEDI overall composite score by more than two points nor will the component score exceed 20 points.

The rationale for using an adjustment is the significant difference in the percentage of students within these three categories in each of our buildings. The determination of a student's status is determined by following state and federal regulations.

% of IEP, LEP, LI Students Task 2 Point Adjustment for SLO Component

0-40% 0.00

41-50% 0.25

51-60% 0.50

61-70% 0.75

71 above 1.00

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, June 28, 2012

Updated Friday, December 07, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-6	(d) measures used by district for teacher evaluation	Right Reason 5th and 6th Grade ELA and Math Assessments
7-8	(d) measures used by district for teacher evaluation	Right Reason 7th and 8th Grade ELA and Math Assessments
9-12	(d) measures used by district for teacher evaluation	ELA 11, Global 10, American History, Living Environment, and Algebra I

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>For 5-6 Principal 7-8 Principal: The building principal, in collaboration with classroom teachers in his or her building, will establish individual student growth targets using the pre-assessment baseline data received in the beginning of the school year. The minimum growth expectation for each student will be 15% growth from the baseline pre-assessment as compared to the summative assessment at the end of the school year for both ELA and Math. (Please note: this is the same measure, the minimum growth expectation, being used for teachers for 5th, 6th, 7th, and 8th grade in ELA and Math.) The principal will have more than one percentage for growth, for example, for the Intermediate School Principal, 5th and 6th grade, there will be a percentage of students who met the minimum 15% growth target for ELA and also for Math in both 5th and 6th grade so the percentage of students in ELA and Math in both 5th and 6th grade who met the</p>
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minimum 15% growth target will be averaged equally for one overall percentage of students who met the minimum 15% growth target. Based on the overall percentage of students who meet or exceed that minimum growth expectation of 15% growth, a corresponding 0-15 point "Percent Growth" HEDI score will be determined using the uploaded attachment "Percent Growth (15 Pts)" in Task 8.1. See the uploaded "Percent Growth" 15 point HEDI Chart.

For 9-12 Principal: Student achievement will be calculated by averaging equally from all student results on the five Regents exams necessary for graduation. The five Regents used will be Algebra 1, Global History, American History, English 11, and Living Environment. These are the gate keeper Regents examinations for graduation. The overall average calculated from the five regents examinations will then be converted using the Regents Average 0-100 conversion column on the "Student Achievement" 15 Point HEDI Chart.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See the uploaded "Student Achievement" 15 Point HEDI Chart "Percent Growth" 15 point HEDI Chart.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See the uploaded "Student Achievement" 15 Point HEDI Chart "Percent Growth" 15 point HEDI Chart.

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

See the uploaded "Student Achievement" 15 Point HEDI Chart "Percent Growth" 15 point HEDI Chart.

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

See the uploaded "Student Achievement" 15 Point HEDI Chart "Percent Growth" 15 point HEDI Chart.

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

(No response)

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

<assets/survey-uploads/5366/146780-qBFVOWF7fC/Task 8.1 HEDI for Student Achievement 15 pts12.7.12.docx>

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

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

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

attachment.

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(a) achievement on State assessments	3rd and 4th Grade State ELA and Math

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.	Student achievement will be calculated by averaging equally all student results on the 3rd and 4th Grade ELA and Math State Assessments, which will then be converted using the NYS ELA/Math average 0-4.0 conversion column on the "Student Achievement" 20 Point HEDI Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the uploaded "Student Achievement" 20 Point HEDI Chart.

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

(No response)

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

assets/survey-uploads/5366/146780-T8MIGWUVm1/Task 8 Local Adjustment + HEDI Chart Student Achievement_1.docx

8.3) Locally Developed Controls

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

See uploaded Locally Developed Controls document.

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.

See HEDI descriptions.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, June 28, 2012

Updated Monday, November 26, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The 6 areas to be evaluated are the domains (with due consideration of each domain's components) contained in the Multidimensional Professional Performance Rubric (MPPR). Each of the six domains in the rubric will be rated Highly Effective, Effective, Developing, or Ineffective: SHARED VISION OF LEARNING, SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM, SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT, COMMUNITY, INTEGRITY, FAIRNESS, ETHICS, and POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT. (The method by which the 60 points will be determined is contained in the uploaded document.)

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

assets/survey-uploads/5143/146848-pMADJ4gk6R/Principal Rubric 9.20.12_1.docx

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

Highly Effective: Overall performance and results exceed standards.	The Principal will predominately exemplify those characteristics as delineated in the elements in the Multidimensional LCI rubric as Highly Effective. The points available in the HEDI category for Highly Effective are 59 and 60. The points will be assigned according to the rubric on the principal APPR-other measures chart attached.
Effective: Overall performance and results meet standards.	The Principal will predominately exemplify those characteristics as delineated in the elements in the Multidimensional LCI rubric as Effective. The points available in the HEDI category for Effective are 57 and 58. The points will be assigned according to the rubric on the principal APPR-other measures chart attached.
Developing: Overall performance and results need improvement in order to meet standards.	The Principal will predominately exemplify those characteristics as delineated in the elements in the Multidimensional LCI rubric as Developing. The points available in the HEDI category for Developing are 55 and 56.

	The points will be assigned according to the rubric on the principal APPR-other measures chart attached.
Ineffective: Overall performance and results do not meet standards.	The Principal will predominately exemplify those characteristics as delineated in the elements in the Multidimensional LCI rubric as Ineffective. The points available in the HEDI category for Ineffective are 0 to 54. The points will be assigned according to the rubric on the principal APPR-other measures chart attached.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Thursday, June 28, 2012

Updated Monday, November 26, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, June 28, 2012

Updated Tuesday, November 27, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/146809-Df0w3Xx5v6/pip.docx>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal may initiate an appeal if she or he has received a rating of Ineffective on her or his Annual Professional Performance Review (APPR) within 15 calendar days of receiving the rating, within 15 calendar days of receiving her or his Improvement Plan, or within 30 calendar days for a principal with an improvement plan notifying his or her lead evaluator that one or more aspects of her or his Principal Improvement Plan is not being supported or provided.

The Superintendent shall schedule a review before a panel of three, which will be selected and scheduled to review the appeal within

30 calendar days of the Superintendent's receipt of the appeal. The review panel will consist of three (3) persons: one selected by the district, one by Riverhead Administrative Association (RAA), and the third selected and mutually agreed to by the other two panelists. The third may not be a current employee of the Riverhead Central School District. The evaluated principal may represent herself or himself, be represented by a representative of the local or state association, or by an attorney at the review. The review shall be scheduled at a location and time of day mutually agreeable to the appealing principal and the Superintendent. The evidence and all arguments shall be presented to the panel for review within ten (10) business days after the panel has been selected. Upon completion of the review, the panel shall render a written advisory opinion to the Superintendent within ten (10) business days. The advisory opinion may recommend upholding, reversing, or modifying the evaluation or improvement plan and may also provide recommendations, including by not limited to adjustments to the principal improvement plan or other corrective actions.

Upon receipt of the advisory decision, the Superintendent shall, within five (5) school days, review the advisory decision(s) of the panel and, at her sole discretion, either adopt, reject, in whole, or in part, the advisory opinion. The decision of the superintendent, upon review of the advisory opinion, shall be final and binding in all regards and on all parties.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The district has an obligation to provide the appropriate training for all lead evaluators prior to the completion of any 2012-2013 school year evaluations. For the purpose of this plan, all personnel involved in the writing of an annual evaluation for principals, which are the Superintendent, the Assistant Superintendent for Human Resources, and the Assistant Superintendent for Curriculum and Instruction, were included in such intensive training, which was provided by BOCES, and as such were certified as Qualified Lead Evaluators of building principals by having successfully completed the following training requirements prescribed in 8 NYCRR §30-2.9 (b):

- (1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- (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 8 NYCRR §30-2.2;
- (4) Application and use of the State-approved rubrics selected by the Riverhead Administrators Association for use in the evaluation of building principals, including training on the effective application of such rubric to observe a building principal's practice;
- (5) Application and use of the assessment tools that the Riverhead Central School District utilizes to evaluate its building principals, including but not limited to professional growth goals, school improvement goals, etc.
- (6) Application and use of the State-approved locally selected measures of student achievement used by the School District to evaluate its principals;
- (7) The scoring methodology utilized by the Department and the School District to evaluate a building principal under 8 NYCRR §30-2, including:
 - (a) how scores are generated for each subcomponent and the composite effectiveness score of building principals, and
 - (b) application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of principals and their subcomponent ratings; and
- (8) Specific considerations in evaluating building principals of English language learners and students with disabilities.

Training on the use of the Statewide Instructional Reporting System, also required by 8 NYCRR §30-2.9 (b), will be provided once the NYS Education Department makes available information required for such training.

This certification has been issued in accordance with the process for certifying lead evaluators provided by the NYSED.

Throughout the 2012-2013 school year lead evaluators will continue to engage in training, designed to ensure inter-rater reliability and address the need for re-certification. Training will be provided by recognized experts in the field and/or through training provided through BOCES.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, June 18, 2012

Updated Wednesday, December 05, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/143744-3Uqgn5g9Iu/certification form with signatures.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.

TASK 2 FOR RIVERHEAD CSD APPR

Adjustments and HEDI Charts

Adjustments for Growth (does not include state growth score): 20 point subcomponent

Adjustments will be made for students classified as SWD (students with disabilities), ELL (English-language learners), and/or assigned Poverty Status (free/reduced price lunch). The accommodation will be an adjustment of the final subcomponent score based on the percentage of the student population in one or more of the three categories (number of students in one or more of the three categories divided by the total population of students in the building). The adjustment will be as follows: from 0 to 40% of the students are in one or more of the three categories, 0 (none) points will be added, from 41 to 50 % .25 points will be added, from 51 to 60% .5 points will be added, from 61 to 70% .75 points will be added, and above 71, 1.0 point will be added to the subcomponent score. The overall composite numerical score (the sum of the three subcomponent scores) will be a score to the hundredths place (for example, 83.25), so as to make it necessary to round this score up to the nearest whole number if the score is .50 or above. In no case, will an adjustment be made to the HEDI overall composite score by more than two points nor will a teacher's component score exceed 20 points.

The rationale for using an adjustment is the significant difference in the percentage of students within these three categories in each of our buildings. The determination of a student's status is determined by following state and federal regulations.

% of IEP, LEP, & LI Students	Task 2 Point Adjustment for SLO Component
0-40%	0.00
41-50%	0.25
51-60%	0.50
61-70%	0.75
71 & above	1.00

Percent Change in Proficiency HEDI Chart (20 pt)

Growth will be demonstrated by the increase in the percentage of students in the same cohort performing at levels 3 and 4 on ELA/Math State Assessment for the current year as compared to the ELA/Math State Assessment for the previous year.

Highly Effective: A 3% to 5% or more change in the proficiency (levels 3 or 4) on the Grade-level ELA/Math State Assessment for the current year as compared to that cohort of students Grade-level ELA/Math State Assessment for the previous year.

Effective: A -6% to 2% change in the proficiency (levels 3 and 4) on the Grade-level ELA/Math State Assessment for the current year as compared to that cohort of students Grade-level ELA/Math State Assessment for the previous year.

Developing: A -7 to -11% change in the proficiency (levels 3 and 4) on the Grade-level ELA/Math State Assessment for the current year as compared to that cohort of students Grade-level ELA/Math State Assessment for the previous year.

Ineffective: A -12 to -15% change in the proficiency (levels 3 and 4) on the Grade-level ELA/Math State Assessment for the current year as compared to that cohort of students Grade-level ELA/Math State Assessment for the previous year.

Percent Proficient Increase	HEDI Score	Rating
+5 or more %	20	Highly Effective
+4%	19	
+3%	18	
+2%	17	Effective
+1%	16	
0%	15	
-1%	14	
-2%	13	
-3%	12	
-4%	11	
-5%	10	
-6%	9	Developing
-7%	8	
-8%	7	
-9%	6	
-10%	5	
-11%	4	
-12%	3	Ineffective
-13%	2	
-14%	1	
-15 or more %	0	

HEDI for "Percent Growth" (20 points)

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the pre-assessment assessment to the summative assessment administered in the spring.

Highly Effective: These results show above target performance, since 66-100% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Effective: These results show target performance, since 40-65% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Developing: These results show below target performance, since 21-39% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Ineffective: These results did not meet target performance, since 0-20% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

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
100-91	90-81	80-66	65-60	59-58	57-55	54-52	51-49	48-47	46-45	44-43	42-40	39-36	35-34	33-32	31-29	28-25	24-21	20-11	10-1	0

HEDI for “Percent Growth” (15 points)

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the pre-assessment assessment to the summative assessment administered in the spring.

Highly Effective: These results show above target performance, since 66-100% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Effective: These results show target performance, since 40-65% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Developing: These results show below target performance, since 21-39% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Ineffective: These results did not meet target performance, since 0-20% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-85	84-66	65-60	59-56	55-52	51-48	47-44	43-40	39-35	34-32	31-29	28-25	24-21	20-11	10-1	0

HEDI for “Percent Growth” (15 points)

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the fall benchmark assessment to the final benchmark assessment administered in the spring.

Highly Effective: These results show above target performance, since 66-100% of students, in comparable classes and grades, demonstrated at least 15% growth on the final spring benchmark assessment compared to the baseline fall assessment.

Effective: These results show target performance, since 40-65% of students, in comparable classes and grades, demonstrated at least 15% growth on the final spring benchmark assessment compared to the baseline fall assessment.

Developing: These results show below target performance, since 21-39% of students, in comparable classes and grades, demonstrated at least 15% growth on the final spring benchmark assessment compared to the baseline fall assessment.

Ineffective: These results did not meet target performance, since 0-20% of students, in comparable classes and grades, demonstrated at least 15% growth on the final spring benchmark assessment compared to the baseline fall assessment.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-85	84-66	65-60	59-56	55-52	51-48	47-44	43-40	39-35	34-32	31-29	28-25	24-21	20-11	10-1	0

Adjustments for Task 3-Local-Teachers: 15 point (value added) and 20 point component

Local Adjustments

Adjustments will be made for students classified as SWD (students with disabilities), ELL (English-language learners), and/or assigned Poverty Status (free/reduced price lunch). The accommodation will be an adjustment of the final subcomponent score based on the percentage of the student population in one or more of the three categories (number of students in one or more of the three categories divided by the total population of students in the building).

For any administrator or teacher using a “Local 20 Point HEDI”, the adjustment will be as follows: from 0% to 40% of the students are in one or more of the three categories, 0 (none) points will be added, from 41% to 50% .25 points will be added, from 51% to 60% .5 points will be added, from 61% to 70% .75 points will be added, and above 71%, 1.0 point will be added to the subcomponent score. The overall composite numerical score (the sum of the three subcomponent scores) will be a score to the hundredths place (for example, 83.25), so as to make it necessary to round this score up to the nearest whole number if the score is .50 or above. In no case, will an adjustment be made to the HEDI overall composite score by more than two points nor will a teacher's component score exceed 20 points. The rationale for using an adjustment is the significant difference in the percentage of students within these three categories in each of our buildings. The determination of a student's status is determined by following state and federal regulations.

For any administrator or teacher using a “Local 15 Point HEDI”, the adjustment will be as follows: from 0% to 40% of the students are in one or more of the three categories, 0 (none) points will be added, from 41% to 50% .50 points will be added, from 51% to 60% 1.0 points will be added, from 61% to 70% 1.50 points will be added, and above 71%, 2.0 points will be added to the subcomponent score. The overall composite numerical score (the sum of the three subcomponent scores) will be a score to the hundredths place (for example, 83.25), so as to make it necessary to round this score up to the nearest whole number if the score is .50 or above. In no case, will an adjustment be made to the HEDI overall composite score by more than two points nor will a teacher's component score exceed 20 points. The rationale for using an adjustment is the significant difference in the percentage of students within these three categories in each of our buildings. The determination of a student's status is determined by following state and federal regulations.

See chart on following page.

% of IEP, LEP, & LI Students	Task 3: 20 Point HEDI Adjustment	Task 3: 15 Point HEDI Adjustment
0-40%	0.00	0.00
41-50%	0.25	0.50
51-60%	0.50	1.00
61-70%	0.75	1.50
71 & above	1.00	2.00

Local Measures – Student Attendance Adjustment

For use with measures of achievement:

Students’ assessment scores will be given proportionate weight based upon their attendance pursuant to the following methodology:

Each student’s assessment score (A_s) shall be multiplied by the number of days/periods that student was in attendance (D_a), which shall be the gross student score for that student (G_s). The sum of the gross scores all of the students in a teacher’s cohort shall be the cohort score (C_s), which shall be divided by the total number of days that all students within a teacher’s cohort were in attendance for the assessment period (T_a), which shall be the weighted score (W_s) for that teacher.

For example:

Student	Days/Periods in Attendance (D_a)	Assessment Score (A_s)	Gross Student Score ($G_s = D_a \times A_s$)
1	175	98	17,150
2	100	94	9,400
3	75	72	5,400
4	50	50	2,500
5	150	86	12,900
Total	550 (T_a)	400	47,350
Average	$400/5 = 80\%$		
Weighted Score	$47,350/550 = 86.09\%$ $\frac{G_s}{T_a} = W_s$		

For use with measures of percent growth:

Students’ percent growth will be given proportionate weight based upon their attendance pursuant to the following methodology:

Each student’s percent growth (G_s) shall be divided by the number of days/periods that student was in attendance (D_a) in the interval from the day of the pre-assessment to the day before the summative assessment (T_a), which shall be growth per day for that student (G_s). Each student’s growth per day shall be multiplied by the total number of days in the interval defined above to determine each student’s growth potential (G_w). For each student whose growth potential meets or exceed the minimum growth of 15% shall be counted for the percent growth for the teacher/grade level/course. For example (total number of days in the interval from the day of the pre-assessment to the day before the summative assessment (T_a) for this example equals 175 days):

Student	Percent Growth (G_s)	Days/Periods in Attendance (D_a)	Total Days (T_a)	Student Growth Potential $G_w = (G_s / D_a) \times T_a$
1	80%	175	175	80%
2	25%	100	175	44%
3	10%	75	175	23%
4	10%	50	175	35%
5	10%	160	175	11%
Percent Growth	$\frac{\text{Count of Students } G_w \geq 15\%}{\text{Total number of Student in Class /Grade/Course}} = \frac{4}{5} = 80\%$			

HEDI for “Student Achievement” (20 points and 15 Points for Value-added):

An average for student achievement will be calculated from all student results on the 3rd and 4th Grade ELA and Math State Assessment, which will then be converted using the HEDI “Student Achievement” chart (20 points and 15 points for Value-Added). The same procedure will apply for 5th-6th Grade and 7th-8th Grade. For high school courses which culminate in regents examinations, the average for student achievement will be calculated from the five regents examinations: Algebra 1, Global 2, American History, English 11, and Living Environment.

Highly Effective: For grades 4-8, an average for student achievement of 2.16 to 4.0 is considered highly effective. For grades 9-12, an average for student achievement of 70-100 is considered highly effective.

Effective: An average for student achievement of 1.68 to 2.15 is considered effective. For grades 9-12, an average for student achievement of 60-79 is considered effective.

Developing: An average for student achievement of 1.40 to 1.67 is considered developing. For grades 9-12, an average for student achievement of 31-59 is considered developing.

Ineffective: An average for student achievement of 1 to 1.39 is considered ineffective. For grades 9-12, an average for student achievement of 0-30 is considered ineffective.

Local 20 Point Conversion Chart for Regents and ELA/Math Averages

Regents Average Score	NYS ELA/Math Assessment Average	Equivalent Local 20 Points
Ineffective		
0	1.00-1.09	0
1-10	1.10-1.19	1
11-30	1.20-1.39	2
Developing		
31-50	1.40-1.49	3
51-53	1.50-1.53	4
54	1.54-1.57	5
55	1.58-1.59	6
56-57	1.60-1.63	7
58-59	1.64-1.67	8
Effective		
60	1.68-1.69	9
61	1.70-1.71	10
62	1.72-1.73	11
63	1.74-1.75	12
64	1.76-1.77	13
65	1.78-1.79	14
66	1.80-1.89	15
67	1.90-1.99	16
68-69	2.00-2.15	17
Highly Effective		
70-79	2.16-2.20	18
80-89	2.21-3.25	19
90-100	3.26-4.0	20

Local 15 Point Conversion Chart for Regents and ELA/Math Average

Regents Average Score	NYS ELA/Math Assessment Average	Equivalent Local 15 Points
Ineffective		
0	1.00-1.09	0
1-10	1.10-1.19	1
11-30	1.20-1.39	2
Developing		
31-50	1.40-1.48	3
51-52	1.49-1.50	4
53-54	1.51-1.59	5
55-56	1.60-1.63	6
57-59	1.64-1.67	7
Effective		
60	1.68-1.71	8
61	1.72-1.75	9
62-63	1.76-1.77	10
64-65	1.78-1.81	11
66-67	1.82-1.96	12
68-69	1.97-2.15	13
Highly Effective		
70-72	2.16-2.20	14
73-100	2.21-4.00	15

HEDI for “Percent Growth” (15 points)

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the pre-assessment assessment to the summative assessment administered in the spring.

Highly Effective: These results show above target performance, since 66-100% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Effective: These results show target performance, since 40-65% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Developing: These results show below target performance, since 21-39% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Ineffective: These results did not meet target performance, since 0-20% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-85	84-66	65-60	59-56	55-52	51-48	47-44	43-40	39-35	34-32	31-29	28-25	24-21	20-11	10-1	0

Riverhead Central School District
TEACHER EVALUATION FORM
(Revised November 2012)

TEACHER:		SCHOOL:	DATE:
EVALUATOR:			YEAR-TO-DATE ATTENDANCE:

RATINGS: HE = HIGHLY EFFECTIVE; E = EFFECTIVE; D = DEVELOPING; I = INEFFECTIVE

I. **PLANNING AND PREPARATION:**

- A. Demonstrates knowledge of content and pedagogy
- B. Demonstrates knowledge of students
- C. Sets instructional outcomes
- D. Demonstrates knowledge of resources
- E. Designs coherent instruction
- F. Designs student assessments

EVIDENCE:

15	HE	E	D	I
A				
B				
C				
D				
E				
F				

II. **THE CLASSROOM ENVIRONMENT:**

- A. Creates an environment of respect and rapport
- B. Establishes a culture for learning
- C. Manages classroom procedures
- D. Manages student behavior
- E. Organizes physical space

EVIDENCE:

15	HE	E	D	I
A				
B				
C				
D				
E				

III. **INSTRUCTION:**

- A. Communicates with students
- B. Uses questioning & discussion techniques
- C. Engages students in learning
- D. Uses assessment in instruction
- E. Demonstrates flexibility and responsiveness

EVIDENCE:

15	HE	E	D	I
A				
B				
C				
D				
E				

IV.

PROFESSIONAL RESPONSIBILITIES:

- A. Reflecting on teaching
- B. Maintaining accurate records
- C. Communicating with families
- D. Participating in a professional community
- E. Growing and developing professionally
- F. Showing professionalism

15	HE	E	D	I
A				
B				
C				
D				
E				
F				

EVIDENCE:

Total the number of ratings in each category to fill in the chart below. Calculate the total points by multiplying across the rows and then adding the Total column for the Total Points.

Summative Ratings	# of Ratings	X	Total
H		7	
E		6	
D		4	
I		0	
Total Points			

Other 60	Total Points	Other 60	Total Points
Ineffective			
0	0	32	32
1	1	33	33
2	2	34	34
3	3	35	35
4	4	36	36
5	5	37	37
6	6	38	38
7	7	39	39
8	8	40	40
9	9	41	41
10	10	42	42
11	11	43	43
12	12	44	44
13	13	45	45
14	14	Developing	
15	15	46	46
16	16	47	47
17	17	48	48
18	18	49	49
19	19	50	50
20	20	51	51-56
21	21	52	57-68
22	22	53	69-78
23	23	54	79-88
24	24	55	89-96
25	25	56	97-103
26	26	Effective	
27	27	57	104-115
28	28	58	116-130
29	29	Highly Effective	
30	30	59	131-142
31	31	60	143-154

Strengths:

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Suggestions:

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Comments & Performance Level:

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Score from above (60 pts.)	
Locally Selected Growth Measure (15 pts. for Value added & 20 pts. for all others)	
Growth on State Assessments or SLO (25 from NYSED and 20 pts. for all others)	
Overall Composite Score	
Performance Level H, E, D, I	

HEDI	NYSED Growth	Local	Other	Overall
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Rating	(25) or SLO (20)		Measures	Composite Score
Highly Effective	18-20 (20 pt scale)	18-20 (20 pt scale)	59-60	91-100
	22-25 (25 pt scale)	14-15 (15 pt scale)		
Effective	9-17 (20 pt scale)	9-17 (20 pt scale)	57-58	75-90
	10-21 (25 pt scale)	8-13 (15 pt scale)		
Developing	3-8 (20 pt scale)	3-8 (20 pt scale)	46-56	65-74
	3-9 (25 pt scale)	3-7 (15 pt scale)		
Ineffective	0-2	0-2	0-45	0-64

Observer's Signature: _____ Date _____

Your signature is an indication of having received this document and does not necessarily signify agreement with the statements in this report. You have the right to file a written response, which will be part of the official file.

Teacher's Signature _____ Date _____

Riverhead Central School District

T.I.P. (Teacher Improvement Plan)

Goals to improve teacher performance

This form is to be used when a teacher achieves a developing or ineffective rating.

Date: _____

Teacher: _____

Administrator: _____

School: _____

Subject/Grade: _____

1. In which specific area should the teacher focus on for improvement? (Name the specific domain and component(s) according to The Framework for Teaching-Danielson 2007 model.)

2. What are the appropriate/suggested differentiated professional development opportunities, materials, resources, and supports the district will make available to assist the teacher (including the assignment of a mentor when appropriate)?

3. How will the teacher demonstrate progress/growth in order to achieve an effective rating?

4. What is the timeline for which this TIP will be implemented, reviewed, revised, and/or completed?

HEDI for “Student Achievement” (20 points and 15 Points for Value-added):

An average for student achievement will be calculated from all student results on the 3rd and 4th Grade ELA and Math State Assessment, which will then be converted using the HEDI “Student Achievement” chart (20 points and 15 points for Value-Added). The same procedure will apply for 5th-6th Grade and 7th-8th Grade. For high school courses which culminate in regents examinations, the average for student achievement will be calculated from the five regents examinations: Algebra 1, Global 2, American History, English 11, and Living Environment.

Highly Effective: For grades 4-8, an average for student achievement of 2.16 to 4.0 is considered highly effective. For grades 9-12, an average for student achievement of 70-100 is considered highly effective.

Effective: An average for student achievement of 1.68 to 2.15 is considered effective. For grades 9-12, an average for student achievement of 60-79 is considered effective.

Developing: An average for student achievement of 1.40 to 1.67 is considered developing. For grades 9-12, an average for student achievement of 31-59 is considered developing.

Ineffective: An average for student achievement of 1 to 1.39 is considered ineffective. For grades 9-12, an average for student achievement of 0-30 is considered ineffective.

Local 20 Point Conversion Chart for Regents and ELA/Math Averages

Regents Average Score	NYS ELA/Math Assessment Average	Equivalent Local 20 Points
Ineffective		
0	1.00-1.09	0
1-10	1.10-1.19	1
11-30	1.20-1.39	2
Developing		
31-50	1.40-1.49	3
51-53	1.50-1.53	4
54	1.54-1.57	5
55	1.58-1.59	6
56-57	1.60-1.63	7
58-59	1.64-1.67	8
Effective		
60	1.68-1.69	9
61	1.70-1.71	10
62	1.72-1.73	11
63	1.74-1.75	12
64	1.76-1.77	13
65	1.78-1.79	14
66	1.80-1.89	15
67	1.90-1.99	16
68-69	2.00-2.15	17
Highly Effective		
70-79	2.16-2.20	18
80-89	2.21-3.25	19
90-100	3.26-4.0	20

Local 15 Point Conversion Chart for Regents and ELA/Math Averages

Regents Average Score	NYS ELA/Math Assessment Average	Equivalent Local 15 Points
Ineffective		
0	1.00-1.09	0
1-10	1.10-1.19	1
11-30	1.20-1.39	2
Developing		
31-50	1.40-1.48	3
51-52	1.49-1.50	4
53-54	1.51-1.59	5
55-56	1.60-1.63	6
57-59	1.64-1.67	7
Effective		
60	1.68-1.71	8
61	1.72-1.75	9
62-63	1.76-1.77	10
64-65	1.78-1.81	11
66-67	1.82-1.96	12
68-69	1.97-2.15	13
Highly Effective		
70-72	2.16-2.20	14
73-100	2.21-4.00	15

Task 8: Principals

Adjustments and HEDI Charts

Adjustments for Task 8-Local for Principals: point (value added) and 20 point component

15

Adjustments will be made for students classified as SWD (students with disabilities), ELL (English-language learners), and/or assigned Poverty Status (free/reduced price lunch). The accommodation will be an adjustment of the final subcomponent score based on the percentage of the student population in one or more of the three categories (number of students in one or more of the three categories divided by the total population of students in the building).

For any administrator or teacher using a “Local 20 Point HEDI”, the adjustment will be as follows: from 0% to 40% of the students are in one or more of the three categories, 0 (none) points will be added, from 41% to 50% .25 points will be added, from 51% to 60% .5 points will be added, from 61% to 70% .75 points will be added, and above 71%, 1.0 point will be added to the subcomponent score. The overall composite numerical score (the sum of the three subcomponent scores) will be a score to the hundredths place (for example, 83.25), so as to make it necessary to round this score up to the nearest whole number if the score is .50 or above. In no case, will an adjustment be made to the HEDI overall composite score by more than two points. The rationale for using an adjustment is the significant difference in the percentage of students within these three categories in each of our buildings. The determination of a student's status is determined by following state and federal regulations.

For any administrator or teacher using a “Local 15 Point HEDI”, the adjustment will be as follows: from 0% to 40% of the students are in one or more of the three categories, 0 (none) points will be added, from 41% to 50% .50 points will be added, from 51% to 60% 1.0 points will be added, from 61% to 70% 1.50 points will be added, and above 71%, 2.0 points will be added to the subcomponent score. The overall composite numerical score (the sum of the three subcomponent scores) will be a score to the hundredths place (for example, 83.25), so as to make it necessary to round this score up to the nearest whole number if the score is .50 or above. In no case, will an adjustment be made to the HEDI overall composite score by more than two points. The rationale for using an adjustment is the significant difference in the percentage of students within these three categories in each of our buildings. The determination of a student's status is determined by following state and federal regulations.

% of IEP, LEP, & LI Students	Task 3: 20 Point HEDI Adjustment	Task 3: 15 Point HEDI Adjustment
0-40%	0.00	0.00
41-50%	0.25	0.50
51-60%	0.50	1.00
61-70%	0.75	1.50
71 & above	1.00	2.00

Additionally, Local Measures may be adjusted for student attendance. Each student's assessment/growth score will be weighted based upon the student's days in attendance as compared to the total number of days of student attendance as exemplified by the chart below - Local Measures - Adjustment for Student Attendance chart. The weighted student scores will be used to determine the principal's point score and HEDI rating.

Local Measures – Student Attendance Adjustment

Students’ assessment scores will be given proportionate weight based upon their attendance pursuant to the following methodology:

Each student’s assessment score (A_s) shall be multiplied by the number of days/periods that student was in attendance (D_a), which shall be the gross student score for that student (G_s). The sum of the gross scores all of the students in a teacher’s cohort shall be the cohort score (C_s), which shall be divided by the total number of days that all students were in attendance for the assessment period (T_a), which shall be the weighted score (W_s) for that principal.

For example:

Student	Days/Periods in Attendance (D_a)	Assessment Score (A_s)	Gross Student Score ($G_s = D_a \times A_s$)
1	175	98	17,150
2	100	94	9,400
3	75	72	5,400
4	50	50	2,500
5	150	86	12,900
Total	550 (T_a)	400	47,350
Average	$400/5 = 80\%$		
Weighted Score	$47,350/550 = 86.09\%$ $\frac{G_s}{T_a} = W_s$		

For use with measures of percent growth:

Students’ percent growth will be given proportionate weight based upon their attendance pursuant to the following methodology:

Each student’s percent growth (G_s) shall be divided by the number of days/periods that student was in attendance (D_a) in the interval from the day of the pre-assessment to the day before the summative assessment (T_a), which shall be growth per day for that student (G_s). Each student’s growth per day shall be multiplied by the total number of days in the interval defined above to determine each student’s growth potential (G_w). For each student whose growth potential meets or exceed the minimum growth of 15% shall be counted for the percent growth for the teacher/grade level/course. For example (total number of days in the interval from the day of the pre-assessment to the day before the summative assessment (T_a) for this example equals 175 days):

Student	Percent Growth (G _s)	Days/Periods in Attendance (D _a)	Total Days (T _a)	Student Growth Potential $G_w = (G_s / D_a) \times T_a$
1	80%	175	175	80%
2	25%	100	175	44%
3	10%	75	175	23%
4	10%	50	175	35%
5	10%	160	175	11%
Percent Growth	$\frac{\text{Count of Students } G_w \geq 15\%}{\text{Total number of Student in Class /Grade/Course}} = \frac{4}{5} = 80\%$			

HEDI for “Student Achievement” (20 points and 15 Points for Value-added):

An average for student achievement will be calculated from all student results on the 3rd and 4th Grade ELA and Math State Assessment, which will then be converted using the HEDI “Student Achievement” chart (20 points and 15 points for Value-Added). The same procedure will apply for 5th-6th Grade and 7th-8th Grade. For high school courses which culminate in regents examinations, the average for student achievement will be calculated from the five regents examinations: Algebra 1, Global 2, American History, English 11, and Living Environment.

Highly Effective: For grades 4-8, an average for student achievement of 2.16 to 4.0 is considered highly effective. For grades 9-12, an average for student achievement of 70-100 is considered highly effective.

Effective: An average for student achievement of 1.68 to 2.15 is considered effective. For grades 9-12, an average for student achievement of 60-79 is considered effective.

Developing: An average for student achievement of 1.40 to 1.67 is considered developing. For grades 9-12, an average for student achievement of 31-59 is considered developing.

Ineffective: An average for student achievement of 1 to 1.39 is considered ineffective. For grades 9-12, an average for student achievement of 0-30 is considered ineffective.

Local 20 Point Conversion Chart for Regents and ELA/Math Averages

Regents Average Score	NYS ELA/Math Assessment Average	Equivalent Local 20 Points
Ineffective		
0	1.00-1.09	0
1-10	1.10-1.19	1
11-30	1.20-1.39	2
Developing		
31-50	1.40-1.49	3
51-53	1.50-1.53	4
54	1.54-1.57	5
55	1.58-1.59	6
56-57	1.60-1.63	7
58-59	1.64-1.67	8
Effective		
60	1.68-1.69	9
61	1.70-1.71	10
62	1.72-1.73	11
63	1.74-1.75	12
64	1.76-1.77	13
65	1.78-1.79	14
66	1.80-1.89	15
67	1.90-1.99	16
68-69	2.00-2.15	17
Highly Effective		
70-79	2.16-2.20	18
80-89	2.21-3.25	19
90-100	3.26-4.0	20

Local 15 Point Conversion Chart for Regents and ELA/Math Averages

Regents Average Score	NYS ELA/Math Assessment Average	Equivalent Local 15 Points
Ineffective		
0	1.00-1.09	0
1-10	1.10-1.19	1
11-30	1.20-1.39	2
Developing		
31-50	1.40-1.48	3
51-52	1.49-1.50	4
53-54	1.51-1.59	5
55-56	1.60-1.63	6
57-59	1.64-1.67	7
Effective		
60	1.68-1.71	8
61	1.72-1.75	9
62-63	1.76-1.77	10
64-65	1.78-1.81	11
66-67	1.82-1.96	12
68-69	1.97-2.15	13
Highly Effective		
70-72	2.16-2.20	14
73-100	2.21-4.00	15

HEDI for “Percent Growth” (15 points)

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the pre-assessment assessment to the summative assessment administered in the spring.

Highly Effective: These results show above target performance, since 66-100% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Effective: These results show target performance, since 40-65% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Developing: These results show below target performance, since 21-39% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Ineffective: These results did not meet target performance, since 0-20% of students, in comparable classes and grades, demonstrated at least 15% growth on the spring summative assessment compared to the baseline fall assessment.

Please note: In the final percent calculation, a student who scored at mastery (85% or higher) on the summative assessment, will count towards the percentage of students who have met the target of 15% growth.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-85	84-66	65-60	59-56	55-52	51-48	47-44	43-40	39-35	34-32	31-29	28-25	24-21	20-11	10-1	0

Riverhead Central School District Principal Evaluation

Principal: _____ School: _____ Date: _____
MPPR-Multidimensional Professional Performance Review (60 Points)

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.				
	HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – vision and mission				
B. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – school improvement				
Evidence:				

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.				
	HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – communication, collaboration, learning environment				
B. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – curricular program, meaning for students, approaches to supervise instruction & actions towards instructional time				
C. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – instructional and leadership capacity, approaches to technologies				
D. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – assessment, accountability and student achievement				
E. Strategic Planning Process (the implementation and stewardship of goals, decisions and actions) – monitoring/inquiry/ instructional program				
EVIDENCE:				

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.				
	HE	E	D	I
A. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – use of human, fiscal and technological resources, leadership				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – school safety				
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – management & operational systems				
D. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – time allocation				
Evidence:				

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.				
	HE	E	D	I
A. Strategic Planning Process: (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) – Inquiry, educational environment				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – community engagement				
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – family and caregiver involvement				
Evidence:				

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS				
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – accountability academic & social, decision making, handling of mandates				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – self awareness, reflective practice, transparency and ethical behaviors, democracy, equity, diversity, individual needs of students				
Evidence:				

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.				
	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – decisions affecting student learning from outside the school, emerging trends or initiatives				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – advocates				
Evidence:				

PRINCIPAL APPR - OTHER MEASURES - 60 POINTS

The 6 areas to be evaluated are the domains (with due consideration of each domain's components) contained in the Multidimensional Professional Performance Rubric (MPPR). *Each domain of the rubric will be rated Highly Effective, Effective, Developing, or Ineffective (Four Site visits will be averaged equally for an overall rating for each domain and, at the summative evaluation meeting, other sources of evidence will be considered for the domains when the evaluator is rating each domain).*

SHARED VISION OF LEARNING	H E D I
SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM	H E D I
SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT	H E D I
COMMUNITY	H E D I
INTEGRITY, FAIRNESS, ETHICS	H E D I
POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT	H E D I

HEDI Score:

Summary	Points
H _____ X 90	_____
E _____ X 60	_____
D _____ X 30	_____
I _____ X 0	_____
Total 6	_____/540

Conversion to 60 points

HEDI SCORE (from above)	Other Measure Points/60	Other Measure Rating
480-540	60	H
450-479	59	
300-449	58	E
270-299	57	
120-269	56	D
90-119	55	
60-89	54	I
59	53	
58	52	
57	51	
56	50	
55	49	
54	48	
53	47	
52	46	
51	45	
50	44	
49	43	
48	42	
47	41	
46	40	
45	39	
44	38	
43	37	
42	36	
41	35	
40	34	
39	33	
38	32	

37	31	
36	30	
35	29	
34	28	
33	27	
32	26	
31	25	
30	24	
29	23	
28	22	
27	21	
26	20	
24	19	
24	18	
23	17	
22	16	
21	15	
20	14	
19	13	
18	12	
17	11	
16	10	
15	9	
14	8	
13	7	
12	6	
11	5	
10	4	
7-9	3	
4-6	2	
1-3	1	

0	0	
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HEDI Rating	NYSED Growth (25 pts) or SLO (20 pts)	Local (15 or 20 pts)	Other Measures	Overall Composite Score
Highly Effective	18-20 (20 pt scale)	18-20 (20 pt scale)	59-60	91-100
	22-25 (25 pt scale)	14-15 (15 pt scale)		
Effective	9-17 (20 pt scale)	9-17 (20 pt scale)	57-58	75-90
	10-21 (25 pt scale)	8-13 (15 pt scale)		
Developing	3-8 (20 pt scale)	3-8 (20 pt scale)	46-56	65-74
	3-9 (25 pt scale)	3-7 (15 pt scale)		
Ineffective	0-2	0-2	0-45	0-64

Score from MPPR (60 total)	
Locally Selected Growth Measure (20 or 15)	
Growth on State Assessments or SLO(25 from SED)	
Overall Composite Score	
Performance Level H, E, D, I	

Riverhead Central School District

P.I.P. (Principal Improvement Plan)

Goals to improve principal performance

This form is to be used when a principal achieves a developing or ineffective rating.

Improvement Plan

A. An Improvement Plan will be developed for an evaluated principal when the composite score is Ineffective or Developing.

B. The lead evaluator, evaluated principal, and a representative of RAA, if requested by the principal, will meet within 10 calendar days of the principal's receipt of her or his APPR to mutually develop an Improvement Plan that addresses each component of the evaluation that is below Effective (student growth, local measures of student achievement, and other measures of effectiveness). The plan will include:

1. The performance gap: What is the current level and what is the desired level for the next year or what is expected of the evaluated principal in order to be assessed at a higher level
2. Suggested activities or practices for the evaluated principal to complete or engage in for improvements
3. Time line and benchmarks to review and assess progress towards improvements including a minimum of three checkpoint conferences with the lead evaluator
4. Available resources -examples (but not limited to):
 - Mentor/coach, internal or external
 - Visitations and shadowing
 - Workshops and seminars
 - On-line courses and seminar
 - Advanced degree work
 - Professional texts, periodicals, and other literature
 - Collegial circles
 - Guided observations
 - Self-assessments
 - Modeling from lead evaluator

C. A principal's participation in the development of, accepting, and beginning a Principal Improvement Plan will not be used as evidence for denying an appeal of a rating of ineffective.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Nancy Conroy 12/5/12

Teachers Union President Signature: Date:

Barbara Barosa 12/4/12

Administrative Union President Signature: Date:

[Signature] 12/5/12

Board of Education President Signature: Date:

Ann Breen-DeGrasse 12/5/12