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

Commissioner of Education
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November 14, 2014

**Revised**

Dr. William H. Johnson, Superintendent
Rockville Centre Union Free School District
128 Shepherd Street
Rockville Centre, NY 11570-2298

Dear Superintendent Johnson:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Robert Hanna

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Monday, June 09, 2014

## 1

## Disclaimers

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

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

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

## 1. SCHOOL DISTRICT INFORMATION

## 1.1) School District's BEDS Number : admin

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

2802 2103 0000

## 1.2) School District Name: Noreen Leahy

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

Rockville Centre UFSD

## 1.3) Assurances

Please check all of the boxes below:

| | |
|---|---|
| 1.3) 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 |
| 1.3) 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 |
| 1.3) 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 |

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Monday, November 03, 2014

## 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 where there is no State-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

## 2.1) Assurances

Please check the boxes below:

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| 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. | Checked |

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

| | ELA | Assessment |
|---|---|---|
| K | School-or BOCES-wide, group or team results based on State assessments | NYS Grade 4 and 5 ELA Assessment |
| 1 | School-or BOCES-wide, group or team results based on State assessments | NYS Grade 4 and 5 ELA Assessment |
| 2 | School-or BOCES-wide, group or team results based on State assessments | NYS Grade 4 and 5 ELA 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 measuring student growth on the assessments listed for this Task.

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The District will develop student learning objectives as comparable growth measures for K-3 ELA teachers since a growth measure will not be provided by the State.<br><br>For the current school year, the District has chosen the grade 4 and 5 NYS ELA assessment as a measure of student growth for all teachers in grades K-2 and the NYS Grade 3 ELA assessment for all teachers in grade 3. |

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| | The District believes that it is through the work of all primary teachers, that students learn and grow, including growth as demonstrated on the NYS assessments in later years. School and district wide professional development which encourages team approaches to teaching and learning, continuity, development of critical thinking skills, use of technology and adherence to standards, underscores this priority.<br><br>All teachers in grade K-2 will receive a score for the state growth component of APPR based on the mean HEDI score of all teachers for whom the majority of their students participate in the grade 4 and grade 5 NYS ELA assessments.<br><br>The State has required that the NYS ELA assessment in grade 3 be used as a measure of student growth. In an effort to measure growth over two points in time for these students, the District will use the Measure of Academic Progress (ELA) Northwest Evaluation Association, as a pretest and will administer this pretest in the fall prior to the students' participation in the NYS Grade 3 ELA assessment. The District will use the RIT scores earned by students on the Measure of Academic Progress (ELA) Northwest Evaluation Association fall administration to predict growth targets for the NYS ELA spring assessment. The Superintendent will approve the individual growth targets set by the District Curriculum Coordinator. Percentage of students performing at or above the level predicted by the NWEA will be the basis for the score assigned to the third grade teachers. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Teachers, grades K-2, will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5 (ELA). This score will be calculated from the scores provided by NYS for teachers of ELA, in grades 4 and 5. In order to be rated highly effective, the mean HEDI score assigned must be 18-20 points.<br><br>In order for teachers in grade 3 to be rated highly effective, 60% or more of students will meet or exceed growth targets. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Teachers, grades K-2, will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5 (ELA). This score will be calculated from the scores provided by NYS for teachers of ELA, in grades 4 and 5. In order to be rated effective, the mean HEDI score assigned must be 9-17 points.<br><br>In order for teachers in grade 3 to be rated effective 36-59% of students will meet or exceed growth targets. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Teachers, grades K-2, will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5 (ELA). This score will be calculated from the scores provided by NYS for teachers of ELA, in grades 4 and 5. In order to be rated developing, the mean HEDI score assigned must be 3-8 points.<br><br>In order for teachers in grade 3 to be rated developing 11-35% of students will meet or exceed growth targets. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Teachers, grades K-2, will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5 (ELA). This score will be calculated from the scores provided by NYS for teachers of ELA, in grades 4 and 5. In order to be rated ineffective, the mean HEDI score assigned must be 0-2 points. |

In order for teachers in grade 3 to be rated ineffective 0-10% of students will meet or exceed growth targets.

## 2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|---|---|
| K | School-or BOCES-wide, group or team results based on State assessments | NYS Grade 4 and 5 Math Assessment |
| 1 | School-or BOCES-wide, group or team results based on State assessments | NYS Grade 4 and 5 Math Assessment |
| 2 | School-or BOCES-wide, group or team results based on State assessments | NYS Grade 4 and 5 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 measuring student growth on the assessments listed for this Task.

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The District will develop student learning objectives as comparable growth measures for K-3 Math teachers since a growth measure will not be provided by the State.<br><br>For the current school year, the District has chosen the Grade 4 and 5 NYS Math assessment as a measure of student growth for all teachers in grades K-2 and the NYS Grade 3 Math assessment for all teachers in grade 3.<br><br>The District believes that it is through the work of all primary teachers, that students learn and grow, including growth as demonstrated on the NYS Assessments in later years. School and district wide professional development which encourages team approaches to teaching and learning, continuity, development of critical thinking skills, use of technology and adherence to standards, underscores this priority.<br><br>All teachers in grade K-2 will receive a score for the state growth component of APPR based on the mean HEDI score of all teachers for whom the majority of their students participate in the grade 4 and grade 5 NYS Math assessments.<br><br>The State has required that the NYS Math assessment in grade 3 be used as a measure of student growth. In an effort to measure growth over two points in time for these students, the District will use the Measure of Academic Progress (Math) Northwest |

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| | Evaluation Association, as a pretest and will administer this pretest in the fall prior to the students' participation in the NYS Grade 3 Math assessment. The District will use the RIT scores earned by students on the Measure of Academic Progress (Math) Northwest Evaluation Association fall administration to predict growth targets for the NYS Math spring assessment. The Superintendent will approve the individual growth targets set by the District Curriculum Coordinator. Percentage of students performing at or above the level predicted by the NWEA will be the basis for the score assigned to the third grade teachers. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Teachers, grades K-2, will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5 (Math). This score will be calculated from the scores provided by New York State for teachers of Math, in grades 4 and 5. In order to be rated highly effective, the mean score assigned must be 18-20 points.<br><br>In order for teachers in grade 3 to be rated highly effective 60% or more of students will meet or exceed target growth. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Teachers, grades K-2, will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5 (Math). This score will be calculated from the scores provided by NYS for teachers of Math, in grades 4 and 5. In order to be rated effective, the mean HEDI score assigned must be 9-17 points.<br><br>In order for teachers in grade 3 to be rated effective 36-59% of students will meet or exceed target growth. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Teachers, grades K-2, will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5 (Math). This score will be calculated from the scores provided by NYS for teachers of Math, in grades 4 and 5. In order to be rated developing, the mean HEDI score assigned must be 3-8 points.<br><br>In order for teachers in grade 3 to be rated developing 11-35% of students will meet or exceed target growth. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Teachers, grades K-2, will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5 (Math). This score will be calculated from the scores provided by NYS for teachers of Math, in grades 4 and 5. In order to be rated ineffective, the mean HEDI score assigned must be 0-2 points.<br><br>In order for teachers in grade 3 to be rated ineffective 0-10% of students will meet or exceed target growth. |

## 2.4) Grades 6-8 Science

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

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

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| 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. | *PLEASE NOTE: The Rockville Centre UFSD universally administers the Earth Science Regents Examination to all 8th graders. The District has chosen for its third indicator for school accountability, the 8th grade New York State Regents in Earth Science and therefore according to the NY State Report Card Accountability and Review Report, the district is exempt from administering the grade 8 NYS Science assessment.<br><br>The District will develop student learning objectives as comparable growth measures for 6-8 science teachers since a growth measure will not be provided by the State.<br><br>Points earned by 6-7 grade science teachers will be based upon the state provided building score for grades 7-8 (ELA) which will be combined proportionately based on the number of students.<br><br>Teachers of Earth Science (Grade 8) will be given a state growth component score based on the Earth Science Regents exam. The teachers will be evaluated on the percentage of students meeting target growth between a pretest based on components of a previous Earth Science Regents exam and the Earth Science Regents exam they take at the end of their course. The teacher in collaboration with the principal will set class growth targets to reflect pre-test/post-test growth. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | For teachers of science, grades 6 and 7, see upload 2.11.<br><br>Teachers of Earth Science (grade 8) will be rated as highly effective if 55-100% of their students meet target growth between a pretest and NYS Earth Science Regents exam. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | For teachers of science, grades 6 and 7, see upload 2.11.<br><br>Teachers of Earth Science (grade 8) will be rated as effective if 36-54% of their students meet target growth between a pretest and NYS Earth Science Regents exam. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | For teachers of science, grades 6 and 7, see upload 2.11.<br><br>Teachers of Earth Science (grade 8) will be rated as developing if 11-35% of their students meet target growth between a pretest and NYS Earth Science Regents exam. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | For teachers of science, grades 6 and 7, see upload 2.11.<br><br>Teachers of Earth Science (grade 8) will be rated as ineffective if 0-10% of their students meet target growth between a pretest |

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| | and NYS Earth Science Regents exam. |

## 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 | School- or BOCES-wide, group or team results based on State assessments | NYS Grade 7 and 8 ELA Assessment |
| 7 | School- or BOCES-wide, group or team results based on State assessments | NYS Grade 7 and 8 ELA Assessment |
| 8 | School- or BOCES-wide, group or team results based on State assessments | NYS Grade 7 and 8 ELA Assessment |

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

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The District will develop student learning objectives as comparable growth measures for 6-8 social studies teachers since a growth measure will not be provided by the State.<br><br>Points earned by 6-8 grade social studies teachers will be based upon the state provided building score for grades 7-8 (ELA) which will be combined proportionately based on the number of students. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | For teachers of social studies, grades 6-8, see upload 2.11. |
| Effective (9 - 17 points) Results meet District goals for similar students. | For teachers of social studies, grades 6-8, see upload 2.11. |
| Developing (3 - 8 points) Results are below District goals for similar students. | For teachers of social studies, grades 6-8, see upload 2.11. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | For teachers of social studies, grades 6-8, see upload 2.11. |

## 2.6) High School Social Studies Regents Courses

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

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

| | | Assessment |
|---|---|---|
| Global 1 | School-/BOCES-wide group/team results based on State assessments | All NYS Regents Examinations |

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

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

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The Regents examinations are developed and administered by the NYS Education Department under the authority of the Board of Regents of the University of the State of New York.<br><br>The District's use of these standardized examinations, which are required for students to earn a Regents diploma gives a measure, for comparing the education that students receive. Across New York State, a school with substantially higher Regents proficiency and mastery rates, than another school with a similar population, typically indicates a higher standard of education. In a state with hundreds of high schools, the Regents exams provide a common knowledge base and curricular cohesiveness. All teachers, regardless of their specific disciplines play a role in ensuring consistent rigorous preparation in reading, writing, organization, and study skills, which promote success in both the course work and examinations that the Regents represent.<br><br>Rockville Centre high school administrators and teachers share a vision of education which includes rigorous and challenging curriculum and college readiness. In addition, the Rockville Centre faculty is committed to educating the whole child with concern for their physical, mental and emotional well being. Cross curricular efforts ensure students receive instruction across a wide range of curriculum goals including literacy, technology, physical fitness, fine arts, research and character education.<br><br>Teachers of specific Regents courses will be evaluated on the percentage of students meeting target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the results of the Regents examination assigned to their course administered in the spring. The teacher in collaboration with the principal will set classwide minimum rigor expectations to reflect pre-test/post-test growth. Expected growth precentages are defined in HEDI descriptors below. If a teacher teaches more that one course that culminates in a Regents exam (i.e. teaches algebra and geometry) the HEDI score will be the weighted average of scores based on the number of students in each SLO. High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as highly effective if 55-100% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to |

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| | their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examinationweighted based on the number of students in each SLO. |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as effective if 36-54% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as developing if 11-35% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as ineffective if 0-10% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |

## 2.7) High School Science Regents Courses

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

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

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

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

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The Regents examinations are developed and administered by the NYS Education Department under the authority of the Board of Regents of the University of the State of New York.<br><br>The District's use of these standardized examinations, which are required for students to earn a Regents diploma gives a measure, for comparing the education that students receive. Across New York State, a school with substantially higher Regents proficiency and mastery rates, than another school with a similar population, typically indicates a higher standard of education. In a state with hundreds of high schools, the Regents exams provide a common knowledge base and curricular cohesiveness. All teachers, regardless of their specific disciplines play a role in ensuring consistent rigorous preparation in reading, writing, organization, and study skills, which promote success in both the course work and examinations that the Regents represent.<br><br>Rockville Centre high school administrators and teachers share a vision of education which includes rigorous and challenging curriculum and college readiness. In addition, the Rockville Centre faculty is committed to educating the whole child with concern for their physical, mental and emotional well being. Cross curricular efforts ensure students receive instruction across a wide range of curriculum goals including literacy, technology, physical fitness, fine arts, research and character education.<br><br>Teachers of specific Regents courses will be evaluated on the percentage of students meeting target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the results of the Regents examination assigned to their course administered in the spring. The teacher in collaboration with the principal will set classwide minimum rigor expectations to reflect pre-test/post-test growth. Expected growth precentages are defined in HEDI descriptors below. If a teacher teaches more that one course that culminates in a Regents exam (i.e. teaches algebra and geometry) the HEDI score will be the weighted average of scores based on the number of students in each SLO. High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as highly effective if 55-100% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |

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|---|---|
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as effective if 36-54% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as developing if 11-35% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as ineffective if 0-10% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |

## 2.8) High School Math Regents Courses

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

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The Regents examinations are developed and administered by the NYS Education Department under the authority of the Board of Regents of the University of the State of New York.<br><br>The District's use of these standardized examinations, which are required for students to earn a Regents diploma gives a measure, for comparing the education that students receive. Across New York State, a school with substantially higher Regents proficiency and mastery rates, than another school with a similar population, typically indicates a higher standard of education. In a state with hundreds of high schools, the Regents exams provide a common knowledge base and curricular cohesiveness. All teachers, regardless of their specific disciplines play a role in ensuring consistent rigorous preparation in reading, writing, organization, and study skills, which promote success in both the course work and examinations that the Regents represent.<br><br>Rockville Centre high school administrators and teachers share a vision of education which includes rigorous and challenging curriculum and college readiness. In addition, the Rockville Centre faculty is committed to educating the whole child with concern for their physical, mental and emotional well being. Cross curricular efforts ensure students receive instruction across a wide range of curriculum goals including literacy, technology, physical fitness, fine arts, research and character education.<br><br>Teachers of specific Regents courses will be evaluated on the percentage of students meeting target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the results of the Regents examination assigned to their course administered in the spring. The teacher in collaboration with the principal will set classwide minimum rigor expectations to reflect pre-test/post-test growth. Expected growth percentages are defined in HEDI descriptors below. Both the 2005 standards and Common Core Regents assessments will be offered to students in Common Core courses. In the event the student takes both assessments the District will use the higher of the two scores for APPR purposes. If a teacher teaches more that one course that culminates in a Regents exam (i.e. teaches algebra and geometry) the HEDI score will be the weighted average of scores based on the number of students in each SLO. High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO.<br><br>All 8th grade students are enrolled in a high school level Algebra 1 Regents course and will take the NYS Common Core Algebra 1 Regents assessment in lieu of the 8th grade NY State math assessment as long as the ESEA waiver is in effect. Therefore all 8th grade teachers of Algebra 1 will receive a state growth sub-component score and rating as outlined in section 2.8 of this plan. Only the NYS Common Core Algebra I Regents will be administered to the 8th grade students enrolled in the NYS Algebra I Regents course. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as highly effective if 55-100% of students meet target growth between the fall administration of a pretest based |

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| | on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as effective if 36-54% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as developing if 11-35% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as ineffective if 0-10% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |

## 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 | All NYS Regents Examinations |
| Grade 10 ELA | School-/BOCES-wide group/team results based on State assessments | All NYS Regents Examinations |

| | | |
|---|---|---|
| Grade 11 ELA | Regents assessment | NYS Comprehensive ELA Regents Assessment |

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

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

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The Regents examinations are developed and administered by the NYS Education Department under the authority of the Board of Regents of the University of the State of New York.<br><br>The District's use of these standardized examinations, which are required for students to earn a Regents diploma gives a measure, for comparing the education that students receive. Across New York State, a school with substantially higher Regents proficiency and mastery rates, than another school with a similar population, typically indicates a higher standard of education. In a state with hundreds of high schools, the Regents exams provide a common knowledge base and curricular cohesiveness. All teachers, regardless of their specific disciplines play a role in ensuring consistent rigorous preparation in reading, writing, organization, and study skills, which promote success in both the course work and examinations that the Regents represent.<br><br>Rockville Centre high school administrators and teachers share a vision of education which includes rigorous and challenging curriculum and college readiness. In addition, the Rockville Centre faculty is committed to educating the whole child with concern for their physical, mental and emotional well being. Cross curricular efforts ensure students receive instruction across a wide range of curriculum goals including literacy, technology, physical fitness, fine arts, research and character education.<br><br>Teachers of specific Regents courses will be evaluated on the percentage of students meeting target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the results of the Regents examination assigned to their course administered in the spring. The teacher in collaboration with the principal will set classwide minimum rigor expectations to reflect pre-test/post-test growth. Expected growth precentages are defined in HEDI descriptors below. If a teacher teaches more that one course that culminates in a Regents exam (i.e. teaches algebra and geometry) the HEDI score will be the weighted average of scores based on the number of students in each SLO. High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as highly effective if 55-100% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the |

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| | specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as effective if 36-54% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as developing if 11-35% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examinationweighted based on the number of students in each SLO . |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as ineffective if 0-10% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |

## 2.10) All Other Courses

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

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

| Course(s) or Subject(s) | Option | Assessment |
|---|---|---|
| Art (9-12) | School/BOCES-wide/group/team results based on State | All NYS High School Regents Examinations |

| | | | |
|---|---|---|---|
| | Music (9-12) | School/BOCES-wide/group/team results based on State | All NYS High School Regents Examinations |
| | Physical Education (9-12) | School/BOCES-wide/group/team results based on State | All NYS High School Regents Examinations |
| | Foreign Language (9-12) | School/BOCES-wide/group/team results based on State | All NYS High School Regents Examinations |
| | Theatre (9-12) | School/BOCES-wide/group/team results based on State | All NYS High School Regents Examinations |
| | Special Education (9-12) | School/BOCES-wide/group/team results based on State | All NYS High School Regents Examinations |
| | Business (9-12) | School/BOCES-wide/group/team results based on State | All NYS High School Regents Examinations |
| | | | |

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 measuring student growth on the assessments listed for this Task.

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The Regents examinations are developed and administered by the NYS Education Department under the authority of the Board of Regents of the University of the State of New York.<br><br>The District's use of these standardized examinations, which are required for students to earn a Regents diploma gives a measure, for comparing the education that students receive. Across New York State, a school with substantially higher Regents proficiency and mastery rates, than another school with a similar population, typically indicates a higher standard of education. In a state with hundreds of high schools, the Regents exams provide a common knowledge base and curricular cohesiveness. All teachers, regardless of their specific disciplines play a role in ensuring consistent rigorous preparation in reading, writing, organization, and study skills, which promote success in both the course work and examinations that the Regents represent.<br><br>Rockville Centre high school administrators and teachers share a vision of education which includes rigorous and challenging curriculum and college readiness. In addition, the Rockville Centre faculty is committed to educating the whole child with concern for their physical, mental and emotional well being. Cross curricular efforts ensure students receive instruction across a wide range of curriculum goals including literacy, technology, physical fitness, fine arts, research and character education.<br><br>Teachers of specific Regents courses will be evaluated on the percentage of students meeting target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the results of the Regents examination assigned to their course administered in the spring. The teacher in collaboration with the principal will set classwide minimum rigor expectations to reflect pre-test/post-test growth. Expected growth precentages are defined in HEDI descriptors below. If a teacher teaches |

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| | more that one course that culminates in a Regents exam (i.e. teaches algebra and geometry) the HEDI score will be the weighted average of scores based on the number of students in each SLO. High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as highly effective if 55-100% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examinationweighted based on the number of students in each SLO . |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as effective if 36-54% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as developing if 11-35% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers whose courses culminate in a Regents examination will be rated as ineffective if 0-10% of students meet target growth between the fall administration of a pretest based on components of a previous NYS Regents examination on the specific Regents topic and the Regents examination assigned to their course administered in the spring.<br><br>High school teachers whose courses do not culminate in a Regents examination will be assigned the mean HEDI score of all teachers whose courses end in a Regents examination weighted based on the number of students in each SLO. |

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

assets/survey-uploads/12186/506381-avH4IQNZMh/Form 2_10_All Other Courses_7.doc

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/506381-TXEtxx9bQW/2.11 HEDI Scores State Growth_6.doc

## 2.12) Locally Developed Controls

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

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

Not applicable.

## 2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)
If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

## 2.14) Assurances

Please check all of the boxes below:

| | |
|---|---|
| 2.14) Assurances \| Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. | Checked |
| 2.14) Assurances \| Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws. | Checked |
| 2.14) Assurances \| Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded. | Checked |
| 2.14) Assurances \| Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |
| 2.14) Assurances \| Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document). | 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 |
| 2.14) Assurances \| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Checked |
| 2.14) Assurances \| Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. | Checked |

# 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, October 31, 2014

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## Page 1

### Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as “Not Applicable” (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

## 3.1) Grades 4-8 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally | Measures of Academic Progress (ELA) |
| 5 | 6(ii) School wide measure computed locally | Measures of Academic Progress (ELA) |
| 6 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |
| 7 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |
| 8 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |

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.

| | |
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| 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. | For the current school year, the District has selected the Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA) assessment as the local assessment for teachers in grades 4-5 in ELA. |

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| | Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA) assessment is highly correlated with the state test for ELA and can also be used as a predictive measure with respect to the Grade 3-8 ELA test as well (NWEA, 2011).<br><br>This computer based adaptive assessment will be administered 3 times a year in grades K-5 ELA and Math. Teacher ratings will be determined by the percentage of students successfully meeting growth target between a baseline assessment in the fall and a final assessment in the spring. The teacher in collaboration with the principal will set class growth targets to reflect pre-test/post-test growth. Baseline data for K-5 students will be established by the first administration of the MAP (ELA) which students will take in the fall.<br><br>Teacher ratings for teachers in grades 6-8 ELA will be determined by the percentage of 8th grade students earning a 65 or above on the NYS Regents exam in Algebra, NYS Regents exam in Earth Science, and the Rockville Centre developed Foreign Language Proficiency exam in Spanish and French. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated highly effective in grades 4-5 ELA, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be 60% or higher. (Please see HEDI point chart below, section 3.3 for specific point distribution).<br><br>In order for a teacher to be rated highly effective in grades 6-8 (ELA), the percentage of students in grade 8 meeting the criteria described above will be 60% or higher. (Please see HEDI point chart below, section 3.3 for specific point distribution). |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated effective in grades 4-5 ELA, the percentage of students meeting target growth on the state approved third party assessment<br>Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 36-59%. (Please see HEDI point chart below, section 3.3 for specific point distribution).<br><br>In order for a teacher to be rated effective in grades 6-8 (ELA), the percentage of students in grade 8 meeting the criteria described above will be 36-59%. (Please see HEDI point chart below, section 3.3 for specific point distribution). |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated developing in grades 4-5 ELA, the percentage of students meeting target growth on the state approved third party assessment<br>Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 11-35%. (Please see HEDI point chart below, section 3.3 for specific point distribution).<br><br>In order for a teacher to be rated developing in grades 6-8 (ELA), the percentage of students in grade 8 meeting the criteria described above will be 11-35%. (Please see HEDI point chart below, section 3.3 for specific point distribution). |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for | In order for a teacher to be rated ineffective in grades 4-5 ELA, the percentage of students meeting target growth on the state |

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| grade/subject. | approved third party assessment<br>Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 0-10%. (Please see HEDI point chart below, section 3.3 for specific point distribution).<br><br>In order for a teacher to be rated ineffective in grades 6-8 (ELA), the percentage of students in grade 8 meeting the criteria described above will be 0-10%. (Please see HEDI point chart below, section 3.3 for specific point distribution). |

## 3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally | Measures of Academic Progress (Math) |
| 5 | 6(ii) School wide measure computed locally | Measures of Academic Progress (Math) |
| 6 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |
| 7 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |
| 8 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |

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.

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| 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. | For the current school year, the District has selected the Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA) assessment as the local assessment for teachers in grades 4-5 in Math.<br><br>Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA) assessment is highly correlated with the state test for Math and can also be used as a predictive measure with respect to the Grade 3-8 Math test as well (NWEA, 2011).<br><br>This computer based adaptive assessment will be administered 3 times a year in grades K-5 ELA and Math. Teacher ratings will be determined by the percentage of students successfully meeting growth target between a baseline assessment in the fall and a final assessment in the spring. The teacher in collaboration with the principal will set class growth targets to reflect pre-test/post-test growth. Baseline data for K-5 students will be established by the first administration of the MAP (Math) which |

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| | students will take in the fall.<br><br>Teacher ratings for teachers in grades 6-8 Math will be determined by the percentage of 8th grade students earning a 65 or above on the NYS Regents exam in Algebra, NYS Regents exam in Earth Science, and the Rockville Centre developed Foreign Language Proficiency exam in Spanish and French. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated highly effective in grades 4-5 Math, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be 60% or higher. (Please see HEDI point chart below, section 3.3 for specific point distribution).<br><br>In order for a teacher to be rated highly effective in grades 6-8 (Math), the percentage of students in grade 8 meeting the criteria described above will be 60% or higher. (Please see HEDI point chart below, section 3.3 for specific point distribution). |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated effective in grades 4-5 Math, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be 36-59%. (Please see HEDI point chart below, section 3.3 for specific point distribution).<br><br>In order for a teacher to be rated effective in grades 6-8 (Math), the percentage of students in grade 8 meeting the criteria described above will be 36-59%. (Please see HEDI point chart below, section 3.3 for specific point distribution). |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated developing in grades 4-5 Math, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be 11-35%. (Please see HEDI point chart below, section 3.3 for specific point distribution).<br><br>In order for a teacher to be rated developing in grades 6-8 (Math), the percentage of students in grade 8 meeting the criteria described above will be 11-35%. (Please see HEDI point chart below, section 3.3 for specific point distribution). |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated ineffective in grades 4-5 Math, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be 0-10%. (Please see HEDI point chart below, section 3.3 for specific point distribution).<br><br>In order for a teacher to be rated ineffective in grades 6-8 (Math), the percentage of students in grade 8 meeting the criteria described above will be 0-10%. (Please see HEDI point chart below, section 3.3 for specific point distribution). |

## 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/12149/506382-rhJdBgDruP/3.3 HEDI Score Chart 4-8 ELA and MATH_3.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

## 3.4) Grades K-3 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 6(ii) School-wide measure computed locally | Measures of Academic Progress (Primary Grades) |
| 1 | 6(ii) School-wide measure computed locally | Measures of Academic Progress (Primary Grades) |
| 2 | 6(ii) School-wide measure computed locally | Measures of Academic Progress (Primary Grades) |
| 3 | 6(ii) School-wide measure computed locally | Measures of Academic Progress (ELA) |

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.

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|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | For the current school year, the District has selected the Measures of Academic Progress (Primary Grades) for grades K-2 and Measures of Academic Progress (ELA) for Grade 3, Northwest Evaluation Association (NWEA) assessment as the local assessment for teachers in Grade K-3 (ELA).<br><br>This computer based adaptive assessment will be administered 3 times a year in grades K-5 ELA and Math and 2 times a year in grades 6-8 ELA and Math.<br><br>Teacher ratings will be determined by the percentage of students successfully meeting growth target between a baseline assessment in the fall and a final assessment in the spring. The teacher in collaboration with the principal will set class growth targets to reflect pre-test/post-test growth. Baseline data for K-5 students will be established by the first administration of the MAP (ELA) which students will take in the fall. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated highly effective in grades K-3 ELA, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be 60% or higher. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated effective in grades K-3 ELA, the percentage of students meeting target growth on the state approved third party assessment<br>Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 36-59%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated developing in grades K-3 ELA, the percentage of students meeting target growth on the state approved third party assessment<br>Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 11-35%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |

| | |
|---|---|
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated ineffective in grades K-3 ELA, the percentage of students meeting target growth on the state approved third party assessment<br>Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 0-10%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |

## 3.5) Grades K-3 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 6(ii) School-wide measure computed locally | Measures of Academic Progress (Primary Grades) |
| 1 | 6(ii) School-wide measure computed locally | Measures of Academic Progress (Primary Grades) |
| 2 | 6(ii) School-wide measure computed locally | Measures of Academic Progress (Primary Grades) |
| 3 | 6(ii) School-wide measure computed locally | Measures of Academic Progress (Math) |

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. | For the current school year, the District has selected the Measures of Academic Progress (Primary Grades) for grades K-2 and Measures of Academic Progress (Math) for Grade 3, Northwest Evaluation Association (NWEA) assessment as the local assessment for teachers in Grade K-3 (Math).<br><br>This computer based adaptive assessment will be administered 3 times a year in grades K-5 ELA and Math and 2 times a year in grades 6-8 ELA and Math.<br><br>Teacher ratings will be determined by the percentage of students successfully meeting growth target between a baseline assessment in the fall and a final assessment in the spring. The teacher in collaboration with the principal will set class growth targets to reflect pre-test/post-test growth. Baseline data for K-5 students will be established by the first administration of the MAP (Math) which students will take in the fall. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated highly effective in grades K-3 Math, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA), |

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| | between fall and spring administrations of the assessment, will be 60% or higher. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated effective in grades K-3 Math, the percentage of students meeting target growth on the state approved third party assessment<br>Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 36-59%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated developing in grades K-3 Math, the percentage of students meeting target growth on the state approved third party assessment<br>Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 11-35%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated ineffective in grades K-3 Math, the percentage of students meeting target growth on the state approved third party assessment<br>Measures of Academic Progress (Math), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 0-10%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |

## 3.6) Grades 6-8 Science

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |
| 7 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |
| 8 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Teacher ratings will be determined by the percentage of 8th grade students earning a 65 or above on the NYS Regents exam in Algebra, NYS Regents exam in Earth Science, and the Rockville Centre developed Foreign Language Proficiency exam in Spanish and French. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated highly effective in grades 6-8 (Science), the percentage of students in grade 8 meeting the criteria described above will be 60% or higher. (Please see HEDI point chart below, section 3.13 for specific point distribution). |

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|---|---|
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated effective in grades 6-8 (Science), the percentage of students in grade 8 meeting the criteria described above will be 36-59%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated developingin grades 6-8 (Science), the percentage of students in grade 8 meeting the criteria described above will be 11-35%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated ineffective in grades 6-8 (Science), the percentage of students in grade 8 meeting the criteria described above will be 0-10%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |

## 3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |
| 7 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |
| 8 | 6(ii) School wide measure computed locally | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |

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. | Teacher ratings will be determined by the percentage of 8th grade students earning a 65 or above on the NYS Regents exam in Algebra, NYS Regents exam in Earth Science, and the Rockville Centre developed Foreign Language Proficiency exam in Spanish and French. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated highly effective in grades 6-8 (Social Studies), the percentage of students in grade 8 meeting the criteria described above will be 60% or higher. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated effective in grades 6-8 (Social Studies), the percentage of students in grade 8 meeting the criteria described above will be 36-59%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated developingin grades 6-8 (Social Studies), the percentage of students in grade 8 meeting the criteria described above will be 11-35%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |

| | |
|---|---|
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher to be rated ineffective in grades 6-8 (Social Studies), the percentage of students in grade 8 meeting the criteria described above will be 0-10%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |

## 3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Global 1 | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| Global 2 | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| American History | 6(ii) School wide measure computed locally | International Baccalaureate Exams |

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. | Teachers will receive a HEDI score based on the percentage of graduating seniors taking International Baccalaureate exams in the current school year who meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. (see HEDI point distribution chart attachment 3.13). |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated highly effective if 26-30% or more of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated effective if 9-25% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated developing if 3-8% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |

| | |
|---|---|
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated ineffective if 0-2% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |

## 3.9) High School Science

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

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Teachers will receive a HEDI score based on the percentage of graduating seniors taking International Baccalaureate exams in the current school year who meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. (see HEDI point distribution chart attachment 3.13). |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated highly effective if 26-30% or more of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated effective if 9-25% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |

| | |
|---|---|
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated developing if 3-8% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated ineffective if 0-2% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |

## 3.10) High School Math

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Algebra 1 | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| Geometry | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| Algebra 2 | 6(ii) School wide measure computed locally | International Baccalaureate Exams |

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Teachers will receive a HEDI score based on the percentage of graduating seniors taking International Baccalaureate exams in the current school year who meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. (see HEDI point distribution chart attachment 3.13). |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated highly effective if 26-30% or more of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |

| | |
|---|---|
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated effective if 9-25% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated developing if 3-8% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated ineffective if 0-2% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |

## 3.11) High School English Language Arts

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

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

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Teachers will receive a HEDI score based on the percentage of graduating seniors taking International Baccalaureate exams in the current school year who meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. (see HEDI point distribution chart attachment 3.13). |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or | Teachers will be rated highly effective if 26-30% or more of graduating seniors taking International Baccalaureate exams in |

| | |
|---|---|
| achievement for grade/subject. | the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated effective if 9-25% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated developing if 3-8% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated ineffective if 0-2% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |

## 3.12) All Other Courses

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

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

| | Course(s) or Subject(s) | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|---|
| | Art (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| | Music (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| | Physical Education (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| | Foreign Language (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| | Library (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| | ESL (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |

| | | | |
|---|---|---|---|
| | Special Education (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| | Business (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| | Theatre (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |
| | Speech (9-12) | 6(ii) School wide measure computed locally | International Baccalaureate Exams |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Teachers will receive a HEDI score based on the percentage of graduating seniors taking International Baccalaureate exams in the current school year who meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. (see HEDI point distribution chart attachment 3.13). |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | Teachers will be rated highly effective if 26-30% or more of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated effective if 9-25% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated developing if 3-8% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated ineffective if 0-2% of graduating seniors taking International Baccalaureate exams in the current school year meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay, which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. |

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

assets/survey-uploads/12149/506382-Rp0Ol6pk1T/Form 3_12_All Other Courses K-8_6.doc

## 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/12149/506382-y92vNseFa4/3.13 HEDI Scores Local Measures_8.doc

## 3.14) Locally Developed Controls

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

Not applicable.

## 3.15) Teachers with More Than One Locally Selected Measure

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

If a teacher has two scores assigned in the local meaures component, the score the teacher will receive will be an average of the scores earned. The teachers for whom this will apply are: teachers in grades K-5 ELA and Math.

For example, a 4th grade teacher who receives 18 points for the percentage of students meeting target growth on the ELA assessment and 20 points for the percentage of students meeting target growth of the Math assessment will receive an overall local measures subcomponent score of 19 points.

Scores for ELA and Math will be given equal weighting regardless of the number of students participating in each exam. K-5 teachers will share their grade level score based on the percentage of students in their grade showing growth between fall and spring administration of the MAP ELA/Math.

## 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 |
| 3.16) Assurances \| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade. | Checked |
| 3.16) Assurances \| Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. | Checked |

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, October 02, 2014

## 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.)

| | |
|---|---|
| 4.1) Teacher Practice Rubric \| Rubric | NYSUT Teacher Practice Rubric |

| | |
|---|---|
| Second Rubric, if applicable | Not Applicable |

### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

| | |
|---|---|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 35 |
| 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 | 25 |

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

(No response)

## 4.3) Survey Tools (if applicable)

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

(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.

Other Measures- Adherence to State Teaching Standards (60%)

The final component (60 points), of the evaluation ratings and effectiveness score is based on locally developed other measures that meet standards prescribed by the Commissioner, and outlined within this plan.
Evaluations provide a means by which a professional's growth is measured and stimulated. Exemplary practice, concern for student development, adherence to state standards, personal professional development, and collegiality are measured across the seven New York State teaching standards.

The New York State Board of Regents adopted the New York State Teaching Standards, Elements, and Performance Indicators at their January 2011 meeting. The Standards are designed to be used throughout a teacher's career - preparation, induction, mentoring, evaluation, professional development and movement through a career ladder.

The New York State Teaching Standards are structured around Seven Standards, a set of Elements further defining each Standard, and a set of Performance Indicators under each Element. Each Standard represents a broad area of knowledge and skills that research and

best practices in the classroom have shown to be essential to effective teaching and to positively contribute to student learning and achievement. Each Standard is further defined by Elements that describe the desired knowledge, skills, actions, and behaviors of teachers for that standard. Performance indicators are the observable and measurable aspects of teaching practice under each Standard.

The ability of teacher educators to know of and adeptly use a variety of technological tools, techniques, and skills to inform and enhance their teaching practice, student learning, and other aspects related to professional performance is crucial to their effectiveness in today's learning environment. Since technology is present in every aspect of teaching, it is referenced and infused throughout the seven Standards. Another critical component of teachers' effectiveness is the ability to communicate and collaborate with colleagues, students' families, caregivers and/or guardians, school leadership and administration, the community, and others.

The New York State Teaching Standards are available at
http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf

The outcome of professional staff observation and evaluation should complement the school district's goal to enable every youngster, regardless of ability and interest, to achieve success.

Evaluations of classroom teachers are based on multiple measures, aligned with the New York State Teaching Standards. A teacher's performance will be assessed using the NYSUT Rubrics which have been approved by NYSED. Any of the teaching standards not addressed in classroom observations will be assessed at least once a year.

Final evaluations and overall quality ratings for teachers will be determined through the measures of student achievement, as well as individual teacher performance as outlined within this plan.

Thirty-five of the sixty points for classroom teachers should be based on multiple classroom observations conducted by a principal, or other trained administrator and will be performed in person. At least one observation must be an unannounced visit. While interns in education administrative programs may accompany evaluators doing observations, interns will not submit any formal documentation of observations or summary evaluations.

The remaining points of the 60 points can be based on a combination of any of the following criteria:
• classroom observation
• structured review of student work
• teacher artifacts using portfolio or evidence binder processes
• rubrics related to New York State Standards
Any element not observed is scored based on a structured review of artifacts aligned to the HEDI categories.

Observations
Central Administrators, the principal and administrators in the building should serve as the chief instructional leaders, establishing goals for the school and setting clear expectations for performance. Administrators therefore require a vision of their teachers' capabilities through the process of direct observation combined with multiple inputs from other sources of data. The principal's role as an instructional leader should also include informal, non-evaluative walk throughs that help foster ongoing conversations and formative feedback about expectations. The principal should act to create systems of teacher teams to interact, monitor, and evaluate ongoing progress using agreed upon formats and scheduling.

Principals and other administrators should be trained to evaluate teachers based on a specific, standardized evaluation instrument until they have demonstrated competency. The process of evaluation may include both pre- and post observation meetings (for announced observations) to ensure effective, face to face conversations about instruction. The principal should then allocate time for teacher evaluation teams to meet with the principal and other school leaders and define consistency amongst teachers.

Classroom observations will be used as one component of the composite score outlined above. Specifically, observations will be used to evaluate the teacher's adherence to the seven standards incorporated in the 60% designated for such purpose. Evidence of student learning will be the focus of such observations. Thirty-five of the required sixty points assigned to this category will be assigned as a result of observations.

Observation for rating purposes of first year teachers shall be for help as well as evaluation. However, such observations should not be reduced to official writing for the first month.

Individual Lesson Observations
• The building principal and members of the leadership team will be assigned as evaluators for all teachers.
• A formal written summary of the observation must be provided to the teacher within ten school days of the observation conference. Teachers will be asked to acknowledge and electronically sign observation summaries which will be available to them through OASYS.

• All observation summaries must be shared with the teacher, the building principal and the supervising leadership team member.

Final evaluations will reflect teacher ratings for each of the seven teaching standards. As indicated on the attached evaluation form, each element of each standard will receive a score between 1 and 4. The scores for each element within a standard will be averaged and then converted to a point total assigned to that particular standard. The conversion of average scores to points is shown on the evaluation form attached (uploaded attachment 4.5). The total points earned on the seven standards will reflect the Other Measures subcomponent of the teachers' total composite score.

Summary Evaluation
• The building principal and members of the leadership team will be assigned as evaluators for all teachers.
• A formal written summary evaluation must be provided to the teacher no later than March 1st (probationary teachers) or June 1st (tenured teachers) . Teachers will be asked to acknowledge and electronically sign final evaluations which will be available to them through OASYS.
• All final evaluations must be shared with the teacher, the building principal and the supervising leadership team member.
• Teachers and evaluators are encouraged to discuss their final evaluation summaries, including all other measures components, prior to final submission.

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/12179/506383-eka9yMJ855/4.5 Other Measures Portal Attachments_2.doc

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | In order for a teacher to be rated highly effective, the teacher must earn 59-60 points on the Teacher's Summative Evaluation Form which includes an assessment of the seven standards included in the NYSUT Teacher's Practice Rubric. These points represent performance well above district expectations. |
| Effective: Overall performance and results meet NYS Teaching Standards. | In order for a teacher to be rated effective, the teacher must earn 57-58 points on the Teacher's Summative Evaluation Form which includes an assessment of the seven standards included in the NYSUT Teacher's Practice Rubric. These points represent performance above district expectations. |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | In order for a teacher to be rated developing, the teacher must earn 50-56 points on the Teacher's Summative Evaluation Form which includes an assessment of the seven standards included in the NYSUT Teacher's Practice Rubric. These points represent performance below district expectations. |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | In order for a teacher to be rated ineffective, the teacher must earn 0-49 points on the Teacher's Summative Evaluation Form which includes an assessment of the seven standards included in the NYSUT Teacher's Practice Rubric. These points represent performance well below district expectations. |

Provide the ranges for the 60-point scoring bands.

| | |
|---|---|
| Highly Effective | 59-60 |

| | |
|---|---|
| Effective | 57-58 |
| Developing | 50-56 |
| Ineffective | 0-49 |

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

| | |
|---|---|
| Formal/Long | 4 |
| Informal/Short | 0 |
| 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

| | |
|---|---|
| Formal/Long | 1 |
| Informal/Short | 1 |
| Total | 2 |

By trained in-school peer teachers or other trained reviewers

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

- 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, April 30, 2013
Updated Tuesday, July 16, 2013

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## 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.

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

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

**Where there is no Value-Added measure**

**Growth or Comparable Measures**
**Locally-selected Measures of growth or achievement**
**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**
**Highly Effective**
**18-20**
**18-20**
**Ranges determined locally--see below**
**91-100**
**Effective**
**9-17**
**9-17**
**75-90**
**Developing**
**3-8**
**3-8**
**65-74**
**Ineffective**
**0-2**
**0-2**
**0-64**

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

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

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

**Where Value-Added growth measure applies**
**Growth or Comparable Measures**
**Locally-selected Measures of growth or achievement**
**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**
**Highly Effective**
**22-25**
**14-15**
**Ranges determined locally--see above**

**91-100**
**Effective**
**10-21**
**8-13**
**75-90**
**Developing**
**3-9**
**3-7**
**65-74**
**Ineffective**
**0-2**
**0-2**
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Friday, September 05, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

| | |
|---|---|
| 6.1) Assurances -- Improvement Plans<br>\| 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<br>\| Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas | Checked |

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/506385-Df0w3Xx5v6/6.2 Teacher Improvement Plan.doc

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Procedure
Appeals of annual professional performance reviews are limited to those that rate a teacher as ineffective or developing only. A teacher is not authorized to trigger the appeal process until he or she receives a composite score.

What may be challenged in an appeal?

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:
• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
• the school district's adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
• the school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.

Prohibition against more than one appeal
A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof
In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeline for filing an appeal
All appeals must be submitted in writing to the building principal no later than five (5) school days of the date when the teacher receives their annual professional performance review.

If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with five (5) school days of issuance of such plan to the building principal.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed waived.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Timeframe for District response
Within ten (10) calendar days of receipt of an appeal, the building principal must submit a detailed written determination in response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district or and any and all additional information submitted with the response, at the same time the school district files its response.

If the appeal is denied by the building principal, the teacher may request review by the Superintendent. This request must be made in writing within five (5) calendar days of the denial of the appeal. The Superintendent will render a final determination within ten (10) calendar days of the teacher's request for review by the Superintendent.

If the appeal is sustained by the building principal, no further review will be required.

The determination of the Superintendent of Schools or his designee as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum.

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

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

Lead Evaluator/Evaluator Description and Training

The lead evaluator will be the primary person responsible for a teacher's evaluation. The lead evaluator is the person who completes and signs the summative annual professional performance review. The building principal or his/her designee is designated as the lead evaluator of classroom teachers.

An evaluator is the individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. For teachers, an evaluator shall be the building principal, or other trained administrator, or an independent trained evaluator.

Lead Evaluators must be sufficiently trained according to guidelines established by SED. Instruction and practice in interrater reliability will continue throughout the year.

Principals and other administrators should be trained to evaluate teachers based on a specific, standardized evaluation instrument until they have demonstrated competency. The process of evaluation may include both pre- and post observation meetings (for announced observations) to ensure effective, face to face conversations about instruction. The principal should then allocate time for teacher evaluation teams to meet with the principal and other school leaders and define consistency amongst teachers. All new evaluators will attend the equivalent of one day of lead evaluator training.

To insure the integrity of the observation process the District will use monthly principal/administrator meetings to review observation techniques and submitted observations to ensure interrater reliability. These meetings take place monthly a portion of which will be dedicated to meeting and training. In addition, building leadership teams will meet routinely, when school is in session, to review observations conducted to date, sharpen observation skills, and review criteria for observation and evaluation according to SED requirements. Collection and analysis of evidence related to the NYSUT rubric will be a critical component of the review conducted on the building and district level and ensure continued interrater reliability.

All teacher evaluators will attend mandated NYSED module training as scheduled. This training will include evidenced based observation and evaluation, utilizing rubrics for effective observation, and the establishment of inter-rater reliability. The District will ensure certification and recertification over time through appropriate training as described above and continued training through Nassau BOCES.

## 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 Tuesday, April 30, 2013
Updated Monday, June 16, 2014

## 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.

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

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

| |
|---|
| K-5 |
| 6-8 |
| 9-12 |
| |
| |
| |
| |

### 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(s) 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 | Checked |

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

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

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

State assessments, required if one exists
District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
List of State-approved 3rd party assessments

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

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

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

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

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

Not applicable

## 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://www.engageny.org/resource/student-learning-objectives-guidance-document. | 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 Tuesday, April 30, 2013
Updated Friday, October 31, 2014

## 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| | Grade Configuration/Program | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|---|
| | K-5 | (d) measures used by district for teacher evaluation | Measures of Academic Progress (ELA/Math) |
| | 6-8 | (d) measures used by district for teacher evaluation | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |
| | 9-12 | (d) measures used by district for teacher evaluation | International Baccalaureate Exams |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | For the current school year, the District has selected the Measures of Academic Progress (ELA/Math), Northwest Evaluation Association (NWEA) assessment as the local assessment for principals in elementary school buildings.<br><br>This computer based adaptive assessment will be administered 3 times a year in grades K-5 ELA and Math.<br><br>Elementary school principal ratings will be determined by the percentage of students successfully meeting growth target between a pretest in the fall and a final assessment in the spring.<br><br>The principal, in collaboration with the teacher will set class growth targets to reflect pre-test/post-test growth. Superintendent will approve growth targets. |

| | |
|---|---|
| | The middle school principal will receive a HEDI score based on the percentage of 8th grade students scoring a 65 or better in the NY State Regents exam in Algebra, NY State Regents exam in Earth Science and the Rockville Centre developed Foreign Language Proficiency exam in Spanish and French.<br><br>The high school principal will receive a HEDI score based on the percentage of graduating seniors taking International Baccalaureate Exams in the current school year who meet the following criteria: (1) complete accrual of the 24 points on IB exams necessary to earn an IB diploma; and (2) successfully complete an extended essay which means that the essay has been approved by both the mentor and the extended essay coordinator for submission to the IB. (see HEDI point distribution chart attachment 8.1). |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for an elementary principal to be rated highly effective the percentage of students in their buildings, K-5, meeting growth target on the Measures of Academic Progress (ELA/Math), Northwest Evaluation Association (NWEA), between fall pretest and spring administrations of the assessment will be 60% or higher. (Please see HEDI point chart attached for specific point distribution.)<br><br>In order for a middle school principal to be rated highly effective, the percentage of students in the 8th grade meeting the criteria listed above will be 60% of higher.<br><br>The high school principal (9-12) will be rated as highly effective based on the criteria reflected in the attached charts (Upload 8.1). |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for an elementary principal to be rated effective the percentage of students in their buildings, K-5, meeting growth target on the Measures of Academic Progress (ELA/Math), Northwest Evaluation Association (NWEA), between fall pretest and spring administrations of the assessment will be between 36-59% (Please see HEDI point chart attached for specific point distribution.)<br><br>In order for a middle school principal to be rated effective, the percentage of students in the 8th grade meeting the criteria listed above will be 36-59%.<br><br>The high school principal (9-12) will be rated as effective based on the criteria reflected in the attached charts (Upload 8.1). |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for an elementary principal to be rated developing the percentage of students in their buildings, K-5 , meeting growth target on the Measures of Academic Progress (ELA/Math), Northwest Evaluation Association (NWEA), between fall pretest and spring administrations of the assessment will be between 11-35% (Please see HEDI point chart attached for specific point distribution.)<br><br>In order for a middle school principal to be rated developing, the percentage of students in the 8th grade meeting the criteria listed above will be 11-35%.<br><br>The high school principal (9-12) will be rated as developing based on the criteria reflected in the attached charts (Upload 8.1). |

| | |
|---|---|
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for an elementary principal to be rated ineffective the percentage of students in their buildings, K-5, meeting growth target on the Measures of Academic Progress (ELA/Math), Northwest Evaluation Association (NWEA), between fall pretest and spring administrations of the assessment will be between 0-10% (Please see HEDI point chart attached for specific point distribution.)<br><br>In order for a middle school principal to be rated ineffective, the percentage of students in the 8th grade meeting the criteria listed above will be 0-10%.<br><br>The high school principal (9-12) will be rated as ineffective based on the criteria reflected in the attached charts (Upload 8.1). |

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 )

assets/survey-uploads/12190/506387-8o9AH60arN/8.1 HEDI Score Principals for Local Measures_2.doc

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | Not Applicable |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Not Applicable |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Not Applicable |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Not Applicable |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Not Applicable |

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

(No response)

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

(No response)

## 8.3) Locally Developed Controls

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

Not applicable

## 8.4) Principals with More Than One Locally Selected Measure

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

Point values (as indicated on the attached HEDI point distribution charts) for percentages of students meeting target growth on the K-5 NWEA ELA and K-5 NWEA Math assessments will be averaged for the elementary principals. Scores for ELA and Math will be given equal weighting regardless the number of students participating in each exam.

## 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 |
| 8.5) Assurances \| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | Check |
| 8.5) Assurances \| Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. | Check |

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, September 23, 2014

## 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.

| | |
|---|---|
| 9.1) Principal Practice Rubric \| Rubric | Multidimensional Principal Performance Rubric |

| | |
|---|---|
| Second rubric (if applicable) | (No response) |

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

| | |
|---|---|
| Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points] | 60 |
| Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. | 0 |

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

downloadable copy of Form 9.2. (MS Word)

(No response)

## 9.3) Assurances -- Goals

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

| | |
|---|---|
| 9.3) Assurances -- Goals \| Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric. | (No response) |
| 9.3) Assurances -- Goals \| Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance). | (No response) |

## 9.4) Sources of Evidence (if applicable)

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

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

## 9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

| | |
|---|---|
| Principal Evaluation Tripod School Perception Survey for Teachers | (No response) |
| K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York | (No response) |
| K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York | (No response) |
| K12 Insight Parent Survey for Principal Evaluation in New York | (No response) |
| K12 Insight Teacher/Staff Survey for Principal Evaluation in New York | (No response) |
| District variance | (No response) |
| Principal Evaluation Tripod School Perception Survey (Combined Parent Survey) | (No response) |
| Principal Evaluation Tripod School Perception Survey (Combined Student Surveys) | (No response) |
| NYC School Survey-2012 Parent Survey | (No response) |
| NYC School Survey-2012 Student Survey | (No response) |

| | |
|---|---|
| NYC School Survey-2012 Teacher Survey | (No response) |

## 9.6) Assurances

Please check all of the boxes below:

| | |
|---|---|
| 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 final component (60 points), of the evaluation ratings and effectiveness scores is based on locally developed other measures that meet standards prescribed by the Commissioner, and outlined within this plan.

Building Principals
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 the school community;
• advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
• ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;
• collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
• acting with integrity, fairness, and in an ethical manner;
• understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

For the current school year, 60 points will be based on a broad assessment of principal leadership and management actions based on the multi-dimensional principal practice rubric. Each component of the rubric will be assigned a score holistically based on all evidence gathered. The Superintendent's assessment shall be based on at least two visits of at least 30 minutes or more to the school while in session. One will be as agreed to between the Superintendent (or his designee) and principal and one will be unannounced. Visits shall be conducted between October 1st and April 30th annually.

Visits may include but are not limited to:
• joint teacher observations
• staff development activities
• faculty meetings
• PTA meetings
• public presentations
• principal led school tours or visits
• disciplinary hearings
• other activities mutually agreed upon between the principal and superintendent or his designee

In the case of unannounced observational visits, when the observation commences the principal will be told that he/she is being observed.

The additional source of information for the Superintendent's consideration in utilizing the rubric and instrument shall be:
• A portfolio of school documents related to components of the rubric. These shall be provided to the District Superintendent by May 31st.

A principal's evaluation or summary will be completed, based on the multi-dimensional principal performance rubric. Each of the six domains contained therein will be evaluated. Each element contained within the six domains will be assessed with a score of 1.0 to 4.0. The average of these scores will be calculated to come up with a final other measures subcomponent raw score of 1.0 and 4.0. This final score will be converted to a score between 0 and 60 based on the conversion below.

An ineffective rating will be assigned when the overall average rubric score is between 1.0 - 1.4.
The principal will receive between 0-49 points.

A developing rating will be assigned when the overall average rubric score is between 1.5 - 2.4.
The principal will receive between 50-56 points.

An effective rating will be assigned when the overall average rubric score is between 2.5 - 3.4.
The principal will receive between 57-58 points.

A highly effective rating will be assigned when the overall average rubric score is between 3.5 - 4.0.
The principal will receive between 59-60 points.

The overall rubric scores indicated are the minimum scores required to attain the HEDI rating listed above.

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/12205/506388-pMADJ4gk6R/9.7 RVC Summary Eval Form Principal_1.doc

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed standards. | Educational leadership policy standards (ISLA, 2008) form the basis for evaluation of principals using multiple measures. The principal's performance will be assessed using the multi-dimensional principal practice rubric. In order for a principal to be rated highly effective, the principal must earn 59-60 points on the Principal's Summative Evaluation Form which includes an assessment of the six domains included in the multi-dimensional principal's practice rubric. These points represent performance well above district expectations. |
| Effective: Overall performance and results meet standards. | Educational leadership policy standards (ISLA, 2008) form the basis for evaluation of principals using multiple measures. The principal's performance will be assessed using the multi-dimensional principal practice rubric. In order for a principal to be rated effective, the principal must earn 57-58 points on the Principal's Summative Evaluation Form which includes an assessment of the six domains included in the multi-dimensional principal's practice rubric. These points represent performance above district expectations. |
| Developing: Overall performance and results need improvement in order to meet standards. | Educational leadership policy standards (ISLA, 2008) form the basis for evaluation of principals using multiple measures. The principal's performance will be assessed using the multi-dimensional principal practice rubric. In order for a principal to be rated developing the principal must earn 50-56 points on the Principal's Summative Evaluation Form which includes an assessment of the six domains |

| | |
|---|---|
| | included in the multi-dimensional principal's practice rubric. These points represent performance below district expectations. |
| Ineffective: Overall performance and results do not meet standards. | Educational leadership policy standards (ISLA, 2008) form the basis for evaluation of principals using multiple measures. The principal's performance will be assessed using the multi-dimensional principal practice rubric. In order for a principal to be rated ineffective, the principal must earn 0-49 points on the Principal's Summative Evaluation Form which includes an assessment of the six domains included in the multi-dimensional principal's practice rubric. These points represent performance well below district expectations. |

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

Probationary Principals

| | |
|---|---|
| By supervisor | 1 |
| By trained administrator | 1 |
| By trained independent evaluator | 0 |
| Enter Total | 2 |

Tenured Principals

| | |
|---|---|
| By supervisor | 1 |
| By trained administrator | 1 |
| By trained independent evaluator | 0 |
| Enter Total | 2 |

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, June 18, 2013

## Page 1

**Standards for Rating Categories**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness (Teacher and Leader standards)**

**Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

**Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

**Developing**

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

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

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

**Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**Where there is no Value-Added measure**

**Growth or Comparable Measures**
**Locally-selected Measures of growth or achievement**
**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**
**Highly Effective**
**18-20**
**18-20**
**Ranges determined locally--see below**
**91-100**
**Effective**
**9-17**
**9-17**
**75-90**
**Developing**
**3-8**
**3-8**
**65-74**
**Ineffective**
**0-2**
**0-2**
**0-64**

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

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

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

**Where Value-Added growth measure applies**
**Growth or Comparable Measures**
**Locally-selected Measures of growth or achievement**
**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**
**Highly Effective**
**22-25**

**14-15**
**Ranges determined locally--see above**
**91-100**
**Effective**
**10-21**
**8-13**
**75-90**
**Developing**
**3-9**
**3-7**
**65-74**
**Ineffective**
**0-2**
**0-2**
**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, July 16, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/506390-Df0w3Xx5v6/11.2 Principal Improvement Plan.doc

### 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:

Appeals Procedure

Appeals of annual professional performance reviews are limited to those that rate a principal as ineffective or developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

What may be challenged in an appeal?
Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:
• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
• the school district's adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
• the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.

Prohibition against more than one appeal
A principal may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof
In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeline for filing an appeal
All appeals must be submitted in writing to the Superintendent no later than fifteen (15) school days of the date when the principal receives their annual professional performance review.

If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) school days of issuance of such plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed waived.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Timeframe for District response
Within ten (10) calendar days of receipt of an appeal, the Superintendent must submit a detailed written determination in response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district or and any and all additional information submitted with the response, at the same time the school district files its response.

If the appeal is denied by the Superintendent the appeal process ends.

If the appeal is sustained by the Superintendent, no further review will be required.

The determination of the Superintendent of Schools or his designee as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum.

In the event that there is a change in the superintendency, the appeal process will be opened for renegotiation. Any resulting material changes in the process must be in compliance with education law 3012-c and resubmitted to the State Education Department for approval.

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

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

Lead Evaluator/Evaluator Description and Training

The lead evaluator will be the primary person responsible for a principal's evaluation. The lead evaluator is the person who completes and signs the summative annual professional performance review. The Superintendent is the lead evaluator of building principals.

An evaluator is the individual who conducts an evaluation of a principal, including any person who conducts an observation or assessment as part of a principal evaluation. The superintendent and assistant superintendents designated to observe principals have attended three days of principal evaluation workshops provided by BOCES. In addition, they have attended BOCES training or been turnkey trained on the Multi-dimensional Principals Performance Rubric (MPPR). The superintendent and assistant superintendents are scheculed to attend a one day training on ensuring interrater reliability in observations and evaluations conducted by BOCES. Utilizing superintendent's professional development opportunities, the district will offer annual training, certification and recertification to maintain interrater reliability of evaluators over time.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

| |
|---|
| • Checked |

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

# 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Friday, November 14, 2014

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## Page 1

### 12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/506391-3Uqgn5g9Iu/district certification form 111414.pdf

### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

**Form 2.10) All Other Courses**

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

| | Course(s) or Subject(s) | Option | Assessment |
|---|---|---|---|
| | Art (K-5) and (6-8)<br><br>Music (K-5) and (6-8)<br><br>Phys Ed (K-5) and (6-8)<br><br>Special Education (K-5) and (6-8) | ○ State Assessment<br><br>○ State-approved 3rd party assessment<br><br>○ District, Regional or BOCES-developed<br><br>X School/BOCES-wide/group/team results based on State | NYS English Language Arts and Math Assessments<br><br>(4-8 as applicable) |
| | AIS (K-5) and (6-8)<br><br>Stellar (K-5)<br><br>Foreign Language (K-5) and (6-8) | ○ State Assessment<br><br>○ State-approved 3rd party assessment<br><br>○ District, Regional or BOCES-developed<br><br>X School/BOCES-wide/group/team results based on State | NYS English Language Arts and Math Assessments<br><br>(4-8 as applicable) |
| | Home and Careers (6-8)<br><br>Technology (6-8) | ○ State Assessment<br><br>○ State-approved 3rd party assessment<br><br>○ District, Regional or BOCES-developed<br><br>X School/BOCES-wide/group/team results based on State | NYS English Language Arts and Math Assessments<br><br>(4-8 as applicable) |

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. | For the current school year, the District has chosen the NYS ELA and Math assessment as a measure of student growth for all teachers of art, music, special education, physical education, academic intervention, home and careers, technology, foreign language, and stellar in grades K-8.<br><br>All teachers listed above assigned to grades K-5 will receive a score for the state growth component of APPR based on the mean state growth HEDI score of all teachers for whom the majority of their students participate in the grade 4 and grade 5 NYS assessments.<br><br>All teachers listed above assigned to grades 6-8 will receive a score for the state growth component of APPR based on the mean state growth HEDI score of all teachers for whom the majority of their students participate in the grade 7 and grade 8 NYS assessments. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers assigned to elementary buildings will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5.<br><br>Teachers assigned to the middle school will receive a score based on the mean HEDI score of teachers in grade 7 and grade 8. |

| | |
|---|---|
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers assigned to elementary buildings will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5.<br><br>Teachers assigned to the middle school will receive a score based on the mean HEDI score of teachers in grade 7 and grade 8. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers assigned to elementary buildings will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5.<br><br>Teachers assigned to the middle school will receive a score based on the mean HEDI score of teachers in grade 7 and grade 8. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers assigned to elementary buildings will receive a score based on the mean HEDI score of teachers in grade 4 and grade 5.<br><br>Teachers assigned to the middle school will receive a score based on the mean HEDI score of teachers in grade 7 and grade 8. |

**Form 2.10) All Other Courses**

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

| | Course(s) or Subject(s) | Option | Assessment |
|---|---|---|---|
| | Core (K-12) | X State Assessment<br>○ State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | NYSAA |
| | | ○ State Assessment<br>○ State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | |
| | | ○ State Assessment<br>○ State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | |
| | | ○ State Assessment<br>○ State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | |

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

Growth Measures subcomponent. Include any district-determined expectations for student performance.

| | |
|---|---|
| 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. | Core teachers will be evaluated based on changes in student performance on the New York State Alternate Assessment as follows. Teachers will select appropriate AGLIs in ELA and in Math and assess student performance on the chosen AGLIs. The students will again perform the chosen AGLIs as part of their NYSAA. The percentage of students class wide showing improvement between the pretest and NYSAA will be the basis upon which teachers are assigned HEDI ratings. The teacher in collaboration with the principal will set class growth targets to reflect pre-test/post-test growth. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | In order for Core teachers to be rated as highly effective 55-100% of students will show improvement between the pretest of AGLIs and the NYSAA administered annually. This percentage will be calculated class wide. This percentage represents improvement well above district expectations for student performance on the NYSAA. |
| Effective (9 - 17 points) Results meet District goals for similar students. | In order for Core teachers to be rated as effective 36-54% of students will show improvement between the pretest of AGLIs and the NYSAA administered annually. This percentage will be calculated class wide. This percentage represents improvement above district expectations for student performance on the NYSAA. |
| Developing (3 - 8 points) Results are below District goals for similar students. | In order for Core teachers to be rated as developing 11-35% of students will show improvement between the pretest of AGLIs and the NYSAA administered annually. This percentage will be calculated class wide. This percentage represents improvement below district expectations for student performance on the NYSAA. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | In order for Core teachers to be rated as ineffective 0-10% of students will show improvement between the pretest of AGLIs and the NYSAA administered annually. This percentage will be calculated class wide. This percentage represents improvement well below district expectations for student performance on the NYSAA. |

**Form 2.10) All Other Courses**

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for

| | |
|---|---|
| Use this box, if needed, to describe the | English language learners (in all grades K – 12) take the |

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 |
|---|---|---|---|
| | ESL (K-12) | X State Assessment<br>○ State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | NYSESLAT |
| | | ○ State Assessment<br>○ State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | |
| | | ○ State Assessment<br>○ State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | |
| | | ○ State Assessment<br>○ State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | |

| | |
|---|---|
| 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. | New York State English as a Second Language Achievement Test annually, each spring. The results are used to measure their progress in acquiring English and to determine the amount of English as a Second Language (ESL) and English Language Arts (ELA) instruction they are to receive daily.<br><br>All teachers of ESL will be evaluated on the percentage of their students showing growth on the NYSESLAT assessment between a pretest based on the NYSESLAT exam in the fall and the NYSESLAT exam results from the spring. The teacher in collaboration with the building principal will set class wide minimum rigor expectations to reflect pre-test/post-test growth. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | In order for ESL teachers to be rated as highly effective, 66-70% or more of ESL student's performance will improve. This percentage represents improvement well above district expectations for student performance on the state ESL assessment. |
| Effective (9 - 17 points) Results meet District goals for similar students. | In order for ESL teachers to be rated as effective, 29-65% of ESL student's performance will improve. This percentage represents improvement above district expectations for student performance on the state ESL assessment. |
| Developing (3 - 8 points) Results are below District goals for similar students. | In order for ESL teachers to be rated as developing, 5-28% or more of ESL student's performance will improve. This percentage represents improvement below district expectations for student performance on the state ESL assessment. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | In order for ESL teachers to be rated as ineffective, 0-4% or of ESL student's performance will improve. This percentage represents improvement well below district expectations for student performance on the state ESL assessment. |

**HEDI Score Criteria for State Growth Component**

Teachers: Grade 3 ELA and Math

| | HEDI Points | Percent Target Growth Achieved |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-5% |
| | 2 | 6-10% |
| *Developing* | 3 | 11-15% |
| | 4 | 16-18% |
| | 5 | 19-21% |
| | 6 | 22-26% |
| | 7 | 27-30% |
| | 8 | 31-35% |
| *Effective* | 9 | 36-37% |
| | 10 | 38-39% |
| | 11 | 40-41% |
| | 12 | 42-43% |
| | 13 | 44-45% |
| | 14 | 46-47% |
| | 15 | 48-49% |
| | 16 | 50-54% |
| | 17 | 55-59% |
| *Highly Effective* | 18 | 60-69% |
| | 19 | 70-79% |
| | 20 | 80-100% |

**HEDI Score Criteria for State Growth Component**

High School Teachers, Grade 8 Science,
Grade 8 Math and Teachers of Core

| | HEDI Points | Percent Growth Achieved |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-5% |
| | 2 | 6-10% |
| *Developing* | 3 | 11-15% |
| | 4 | 16-18% |
| | 5 | 19-21% |
| | 6 | 22-26% |
| | 7 | 27-30% |
| | 8 | 31-35% |
| *Effective* | 9 | 36-40% |
| | 10 | 41-44% |
| | 11 | 45-46% |
| | 12 | 47% |
| | 13 | 48% |
| | 14 | 49% |
| | 15 | 50% |
| | 16 | 51-52% |
| | 17 | 53-54% |
| *Highly Effective* | 18 | 55-59% |
| | 19 | 60-74% |
| | 20 | 75-100% |

**HEDI Score Criteria for State Growth Component**

Growth as demonstrated on NYSESLAT

| | HEDI Points | Percent Growth Achieved |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-2% |
| | 2 | 3-4% |
| *Developing* | 3 | 5-8% |
| | 4 | 9-12% |
| | 5 | 13-16% |
| | 6 | 17-20% |
| | 7 | 21-24% |
| | 8 | 25-28% |
| *Effective* | 9 | 29-33% |
| | 10 | 34-37% |
| | 11 | 38-43% |
| | 12 | 44-49% |
| | 13 | 50-55% |
| | 14 | 56-59% |
| | 15 | 60-62% |
| | 16 | 63-64% |
| | 17 | 65% |
| *Highly Effective* | 18 | 66-67% |
| | 19 | 68-69% |
| | 20 | 70% or higher |

**25 Point → 20 Point**
**Conversion Chart**

| | 25 Point Conversion | 20 Point Conversion |
|---|---|---|
| Highly Effective | 25 | 20 |
| | 24 | 20 |
| | 23 | 19 |
| | 22 | 18 |
| Effective | 21 | 17 |
| | 20 | 17 |
| | 19 | 16 |
| | 18 | 16 |
| | 17 | 15 |
| | 16 | 15 |
| | 15 | 14 |
| | 14 | 13 |
| | 13 | 12 |
| | 12 | 11 |
| | 11 | 10 |
| | 10 | 9 |
| Developing | 9 | 8 |
| | 8 | 8 |
| | 7 | 7 |
| | 6 | 6 |
| | 5 | 5 |
| | 4 | 4 |
| | 3 | 3 |
| Ineffective | 2 | 2 |
| | 1 | 1 |
| | 0 | 0 |

**HEDI Score Criteria for Local Measures Component**

Grades 4-8 Math and ELA

| | HEDI Points | Percent Target Growth Achieved |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-5% |
| | 2 | 6-10% |
| *Developing* | 3 | 11-15% |
| | 4 | 16-18% |
| | 5 | 19-21% |
| | 6 | 22-26% |
| | 7 | 27-30% |
| | 8 | 31-35% |
| *Effective* | 9 | 36-37% |
| | 10 | 38-39% |
| | 11 | 40-41% |
| | 12 | 42-43% |
| | 13 | 44-45% |
| | 14 | 46-47% |
| | 15 | 48-49% |
| | 16 | 50-54% |
| | 17 | 55-59% |
| *Highly Effective* | 18 | 60-64% |
| | 19 | 65-74% |
| | 20 | 75-100% |

**HEDI Score Criteria for Local Measures Component**

Grades 4-8 Math and ELA

| | HEDI Points | Percent Growth Achieved |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-5% |
| | 2 | 6-10% |
| *Developing* | 3 | 11-15% |
| | 4 | 16-20% |
| | 5 | 21-25% |
| | 6 | 26-30% |
| | 7 | 31-35% |
| *Effective* | 8 | 36-40% |
| | 9 | 41-42% |
| | 10 | 43-45% |
| | 11 | 46-49% |
| | 12 | 50-53% |
| | 13 | 54-59% |
| *Highly Effective* | 14 | 60-74% |
| | 15 | 75-100% |

**Form 3.12) All Other Courses**

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

| | Course(s) or Subject(s) | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|---|
| | Art K-5<br><br>Music K-5<br><br>Phys. Ed K-5<br><br>Special Education K-5 | ○ 1) Change in % of student performance level on State<br><br>○ 2) Teacher specific growth computed by NYSED<br><br>○ 3) Teacher specific achievement/growth score computed locally<br><br>○ 4) State-approved 3rd party<br><br>○ 5) District/regional/BOCES–developed<br><br>○ 6(i) School-wide measure based on State-provided measure<br><br>X 6(ii) School wide measure computed locally<br><br>○ 7) Student Learning Objectives | Measures of Academic Progress (ELA) Northwest Evaluation Association |
| | Art 6-8<br><br>Music 6-8<br><br>Phys. Ed 6-8<br><br>Special Education 6-8 | ○ 1) Change in % of student performance level on State<br><br>○ 2) Teacher specific growth computed by NYSED<br><br>○ 3) Teacher specific achievement/growth score computed locally<br><br>○ 4) State-approved 3rd party<br><br>○ 5) District/regional/BOCES–developed<br><br>○ 6(i) School-wide measure based on State-provided measure<br><br>X 6(ii) School wide measure computed locally<br><br>○ 7) Student Learning Objectives | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |

| | | | |
|---|---|---|---|
| | ESL K-5<br><br>AIS K-5<br><br>STELLAR K-5<br><br>Foreign Language K-5 | ○ 1) Change in % of student performance level on State<br><br>○ 2) Teacher specific growth computed by NYSED<br><br>○ 3) Teacher specific achievement/growth score computed locally<br><br>○ 4) State-approved 3rd party<br><br>○ 5) District/regional/BOCES–developed<br><br>○ 6(i) School-wide measure based on State-provided measure<br><br>X 6(ii) School wide measure computed locally<br><br>○ 7) Student Learning Objectives | Measures of Academic Progress (ELA) Northwest Evaluation Association |
| | ESL 6-8<br><br>AIS 6-8<br><br>STELLAR Librarian 6-8<br><br>Foreign Language 6-8 | ○ 1) Change in % of student performance level on State<br><br>○ 2) Teacher specific growth computed by NYSED<br><br>○ 3) Teacher specific achievement/growth score computed locally<br><br>○ 4) State-approved 3rd party<br><br>○ 5) District/regional/BOCES–developed<br><br>○ 6(i) School-wide measure based on State-provided measure<br><br>X 6(ii) School wide measure computed locally<br><br>○ 7) Student Learning Objectives | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |

| | | | |
|---|---|---|---|
| | Home and Careers 6-8<br><br>Technology 6-8 | ○ 1) Change in % of student performance level on State<br><br>○ 2) Teacher specific growth computed by NYSED<br><br>○ 3) Teacher specific achievement/growth score computed locally<br><br>○ 4) State-approved 3rd party<br><br>○ 5) District/regional/BOCES–developed<br><br>○ 6(i) School-wide measure based on State-provided measure<br><br>X 6(ii) School wide measure computed locally<br><br>○ 7) Student Learning Objectives | NYS Earth Science and Common Core Algebra 1 Regents Assessments and Rockville Centre developed Spanish and French Proficiency Exam |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | For the current school year, the District has selected the Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA) assessment as the local assessment for teachers of other courses (Art, Music, Stellar, ESL, Special Education, Academic Intervention Services, Physical Education and Foreign Language) in grades K-5.<br><br>Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA) assessment is highly correlated with the state test for ELA and can also be used as a predictive measure with respect to the Grade 3-8 ELA test as well (NWEA, 2011).<br><br>This computer based adaptive assessment will be administered 3 times a year in grades K-5 ELA and Math. Teacher ratings will be determined by the percentage of students successfully meeting growth target between a baseline assessment in the fall and a final assessment in the spring. The teacher in collaboration with the principal will set class growth targets to reflect pre-test/post-test growth. Baseline data for K-5 students will be established by the first administration of the MAP (ELA) which students will take in the fall.<br><br>Teacher ratings for teachers of other courses in grades 6-8 will be determined by the percentage of 8th grade students earning a 65 or above on the NYS Regents exam in Algebra, NYS Regents exam in Earth Science, and the Foreign Language Proficiency exam in Spanish and French. |

| | |
|---|---|
| Highly Effective (14 - 15 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | In order for a teacher (K-5 as listed above) to be rated highly effective, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be 60% or higher. (Please see HEDI point chart below, section 3.13 for specific point distribution).<br><br>In order for a teacher to be rated highly effective in grades 6-8, the percentage of students in grade 8 meeting the criteria described above will be 60% or higher. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher (K-5, as listed above) to be rated effective, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 36-59%. (Please see HEDI point chart below, section 3.13 for specific point distribution).<br><br>In order for a teacher to be rated effective in grades 6-8, the percentage of students in grade 8 meeting the criteria described above will be 36-59%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |

| | |
|---|---|
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher (K-5, as listed above) to be rated developing, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 11-35%. (Please see HEDI point chart below, section 3.13 for specific point distribution).<br><br>In order for a teacher to be rated developing in grades 6-8, the percentage of students in grade 8 meeting the criteria described above will be 11-35%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | In order for a teacher (K-5, as listed above) to be rated ineffective, the percentage of students meeting target growth on the state approved third party assessment Measures of Academic Progress (ELA), Northwest Evaluation Association (NWEA), between fall and spring administrations of the assessment, will be between 0-10%. (Please see HEDI point chart below, section 3.13 for specific point distribution).<br><br>In order for a teacher to be rated ineffective in grades 6-8, the percentage of students in grade 8 meeting the criteria described above will be 0-10%. (Please see HEDI point chart below, section 3.13 for specific point distribution). |

## HEDI Score Criteria for Local Measures Component

Teachers K - 8

| | HEDI Points | Percent Target Growth Achieved |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-5% |
| | 2 | 6-10% |
| *Developing* | 3 | 11-15% |
| | 4 | 16-18% |
| | 5 | 19-21% |
| | 6 | 22-26% |
| | 7 | 27-30% |
| | 8 | 31-35% |
| *Effective* | 9 | 36-37% |
| | 10 | 38-39% |
| | 11 | 40-41% |
| | 12 | 42-43% |
| | 13 | 44-45% |
| | 14 | 46-47% |
| | 15 | 48-49% |
| | 16 | 50-54% |
| | 17 | 55-59% |
| *Highly Effective* | 18 | 60-64% |
| | 19 | 65-74% |
| | 20 | 75-100% |

**HEDI Score Criteria for Local Measures Component**

Teachers K-8

| | HEDI Points | Percent Growth Achieved |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-5% |
| | 2 | 6-10% |
| *Developing* | 3 | 11-15% |
| | 4 | 16-20% |
| | 5 | 21-25% |
| | 6 | 26-30% |
| | 7 | 31-35% |
| *Effective* | 8 | 36-40% |
| | 9 | 41-42% |
| | 10 | 43-45% |
| | 11 | 46-49% |
| | 12 | 50-53% |
| | 13 | 54-59% |
| *Highly Effective* | 14 | 60-74% |
| | 15 | 75-100% |

**HEDI Score Criteria for Local Measures Component**

Teachers: 9-12 (all subjects)

| | HEDI Points | Percent Earning 24 Points on IB Exams/ Extended Essay |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1% |
| | 2 | 2% |
| *Developing* | 3 | 3% |
| | 4 | 4% |
| | 5 | 5% |
| | 6 | 6% |
| | 7 | 7% |
| | 8 | 8% |
| *Effective* | 9 | 9% |
| | 10 | 10-12% |
| | 11 | 13-14% |
| | 12 | 15-16% |
| | 13 | 17-18% |
| | 14 | 19-20% |
| | 15 | 21-22% |
| | 16 | 23-24% |
| | 17 | 25% |
| *Highly Effective* | 18 | 26% |
| | 19 | 27-28% |
| | 20 | 29-100% |

**HEDI Score Criteria for Local Measures Component**

Teachers: 9-12 (all subjects)

| | HEDI Points | Percent IB Diploma Attained |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-2% |
| | 2 | 3-4% |
| *Developing* | 3 | 5-6% |
| | 4 | 7-8% |
| | 5 | 9-10% |
| | 6 | 11-12% |
| | 7 | 13-14% |
| *Effective* | 8 | 15-16% |
| | 9 | 17-18% |
| | 10 | 19% |
| | 11 | 20-21% |
| | 12 | 22-23% |
| | 13 | 24-25% |
| *Highly Effective* | 14 | 26-27% |
| | 15 | 28-100% |

| Other Measures Scoring - 60 points |
|---|
| **Standard I - Knowledge of Students and Student Learning**<br>**Total Points: 5**<br>**Measures:**<br>Review of Lesson Plans for differentiated lesson planning<br>Observation of student interaction outside of classroom<br>Knowledge of IEP/504 for individual students<br>Parent Communications and Responsiveness (phone logs, correspondence, meeting notes)<br>Sensitivity to Multicultural views and family circumstances<br>Use of technology<br>Knowledge of current research<br>Back to School Night Presentation<br>Involvement in the Community |
| **Standard II - Knowledge of Content and Instructional Planning**<br>**Total Points: 10**<br>**Measures:**<br>Review of Lesson Plans<br>Homework/Projects<br>Assessments<br>Lesson study, planning, instruction, analysis and revision |
| **Standard III - Instructional Practice**<br>**Total Points: 20**<br>**Measures:**<br>Observations |
| **Standard IV - Learning Environment**<br>**Total Points: 10**<br>**Measures:**<br>Observations<br>Classroom environment including seating charts, activity, photos, bulletin boards, student behavior logs |
| **Standard V - Assessment for Student Learning**<br>**Total Points: 5**<br>**Measures:**<br>Observations<br>Review of lesson plan including homework assignments and assessments |
| **Standard VI - Professional Responsibilities and Collaboration**<br>**Total Points: 5**<br>**Measures:**<br>Observation of Teacher outside of classroom<br>Collaboration with Helping Professionals and Academic Support Teachers<br>Participation in Training<br>Faculty Meetings<br>Departmental Meeting<br>Extracurricular activities<br>Action Research<br>Collegial Circle |
| **Standard VII - Professional Growth**<br>**Total Points: 5**<br>**Measures:**<br>Use of student data to inform growth<br>Participation in PD activities<br>Attendance at conferences, workshops, etc.<br>Continuing Education<br>Membership in Professional Organizations<br>Participation in Union Activities |

| Number of Required Annual Observations and Evaluations | | | | |
|---|---|---|---|---|
| **Teacher Status** | **Observations Building Administrators** | **Observations Central Administrators** | **Evaluations** | **Evaluation Date Not Before** |
| **First Year Probationary** | Three Formal | One Formal | One – no later than March 1st | October 1st |
| **Second Year Probationary** | Three Formal | One Formal | One – no later than March 1st | October 1st |
| **Third Year Probationary** | Three Formal | One Formal | One – no later than March 1st | October 1st |
| **Leave Replacement** | Three Formal | One Formal | One – no later than April 1st | |
| **Part-Time** | Pro-rated dependent on instructional assignment | | | |
| **Tenured Staff** | One Formal<br>One Informal | | One – no later than June 1st | Fourth week of school |

| Subcomponent and Composite Scoring Ranges | | | | |
|---|---|---|---|---|
| **Level** | **Student Growth on State Assessments or Other Comparable Measures (20 points or 25 points)** | **Locally Selected Measures of Student Achievement (20 points or 15 points)** | **Adherence to State Teaching Standards – Other Measures (60 points)** | **Overall Composite Score** |
| **Ineffective** | 0-2 or 0-2 | 0-2 or 0-2 | 0-49 | 0-64 |
| **Developing** | 3-8 or 3-9 | 3-8 or 3-7 | 50-56 | 65-74 |
| **Effective** | 9-17 or 10-21 | 9-17 or 8-13 | 57-58 | 75-90 |
| **Highly Effective** | 18-20 or 22-25 | 18-20 or 14-15 | 59-60 | 91-100 |

# Rockville Centre Union Free School District
## Rockville Centre, NY

### *Detailed Description of the Teaching-Learning Situation*

Date: Name:

School: Subject:

Period: Observer:

Announced: Unannounced:

Description of the teaching-learning situation may include but is not limited to the following: knowledge of students and student learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration, professional growth.

**General Description of the Learning Situation**

**Evidence of Objectives**

**I. Evidence of Knowledge of Students and Student Learning**

**II. Evidence of Knowledge of Content and Instructional Planning**

**III. Evidence of Instructional Practice**

**IV. Evidence of Learning Environment**

**V. Evidence of Assessment for Student Learning**

**VI. Evidence of Professional Responsibilities and Collaboration**

**VII. Evidence of Professional Growth**

**Areas of Commendation/Comments/Suggestions/Recommendations for Improvement**

**Signature of Observer: _____ Date: _____**

I have been afforded the opportunity to read this observation and have had it in my possession for at least two days.

**Signature: _____ Date:_____**

**Conference Date:_____**

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
Rockville Centre, NY

**SUMMARY EVALUATION OF TEACHER PERFORMANCE**

Name: _____ School Year: _____

Position: _____ School: _____
(Grade or Subject)

| Highly Effective = 4.0 | Effective = 3.0 | Developing = 2.0 | Ineffective = 1.0 |
|---|---|---|---|

**I. <u>Knowledge of Students and Student Learning</u>**

A. Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels. _____
B. Knowledge of current, research-based knowledge of learning and language acquisition theories and processes. _____
C. Knowledge of and responsive to diverse learning needs, interests, and experiences of all students. _____
D. Knowledge of individual students from students, families, guardians and/or caregivers to enhance student learning. _____
E. Knowledge of and responsive to the economic, social, cultural, linguistic, family and community factors that influences their students' learning. _____
F. Knowledge and understanding of technological and information literacy and how the affect student learning. _____

**Comments:**

**AVERAGE SCORE** _____

**II. <u>Knowledge of Content and Instructional Planning</u>**

A. Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline(s). _____
B. Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts. _____
C. Uses a broad range of instructional strategies to make subject matter accessible, _____
D. Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement. _____
E. Designs relevant instruction that connects students' prior understanding and experiences to new knowledge. _____
F. Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals. _____

**Comments:**

**AVERAGE SCORE** _____

## III. Instructional Practice

A. Uses research-based practices and evidence of student leaning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. _____

B. Communicate clearly and accurately with students to maximize their understanding and learning.. _____

C. Set high expectations and create challenging learning experiences for students. _____

D. Explores and uses a variety of instructional approaches, resources and technologies to meet diverse learning needs, engage students and promote achievement. _____

E. Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology. _____

F. Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs. _____

**Comments:**

**AVERAGE SCORE** _____

## IV. Learning Environment

A. Creates a mutually respectful, safe and supportive learning environment that is inclusive of every student. _____

B. Creates an intellectually challenging and stimulating learning environment. _____

C. Manages the learning environment for the effective operation of the classroom. _____

D. Organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment. _____

**Comments:**

**AVERAGE SCORE** _____

## V. Assessment for Student Learning

A. Design, select and use a range of assessment tools and processes to measure and document student learning and growth. _____

B. Understand, analyze, interpret and use assessment data to monitor student progress and to plan and differentiate instruction. _____

C. Communicate information about various components of the assessment system. _____

D. Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly. _____

E. Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated. _____

**Comments:**

**AVERAGE SCORE** _____

## VI. Professional Responsibilities and Collaboration

A. Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities. _____
B. Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. _____
C. Communicate and collaborate with families, guardians, and caregivers to enhance student development and success. _____
D. Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations. _____
E. Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities. _____

**Comments:**

**AVERAGE SCORE** _____

## VII. Professional Growth

A. Reflect on their practice to improve instructional effectiveness and guide professional growth. _____
B. Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies. _____
C. Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice. _____
D. Remain current in their knowledge of content and pedagogy by utilizing professional resources. _____

**Comments:**

**AVERAGE SCORE** _____

Special areas of commendation:

Specific recommendations on how this teacher can improve his/her work.

| | | AVERAGE SCORE | | **WEIGHTED SCORE** |
|---|---|---|---|---|
| Standard I | Knowledge of Students and Student Learning | | x 1 | |
| Standard II | Knowledge of Content and Instructional Planning | | x 2 | |
| Standard III | Instructional Practice | | x 4 | |
| Standard IV | Learning Environment | | x 2 | |
| Standard V | Assessment for Student Learning | | x 1 | |
| Standard VI | Professional Responsibilities and Collaboration | | x 1 | |
| Standard VII | Professional Growth | | x 1 | |
| | | | WEIGHTED SCORE TOTAL | |
| | | | **÷ 12 =** **ADJUSTED AVERAGE SCORE** | |

| | |
|---|---|
| **HEDI RATING: _____** | **HEDI SCORE CONVERSION: _____** |

Signature of Lead Evaluator (may include Director, Assistant Principal, Principal, or Central Office Administrator)

_____

Date: _____

Signature of Building Principal or Central Office Administrator

_____

Date: _____

I have been afforded the opportunity to read this observation and have had it in my possession for at least two days.

Signature of Teacher _____ Date _____

**Rockville Centre School District**

60 point subcomponent conversion chart

| | Overall Rubric Score | HEDI Score |
|---|---|---|
| Ineffective | 1.0 | 0 |
| | 1.1 | 12 |
| | 1.2 | 25 |
| | 1.3 | 37 |
| | 1.4 | 49 |
| Developing | 1.5 | 50 |
| | 1.6 | 51 |
| | 1.7 | 51 |
| | 1.8 | 52 |
| | 1.9 | 53 |
| | 2.0 | 54 |
| | 2.1 | 54 |
| | 2.2 | 55 |
| | 2.3 | 56 |
| | 2.4 | 56 |
| Effective | 2.5 | 57 |
| | 2.6 | 57 |
| | 2.7 | 57 |
| | 2.8 | 57 |
| | 2.9 | 57 |
| | 3.0 | 58 |
| | 3.1 | 58 |
| | 3.2 | 58 |
| | 3.3 | 58 |
| | 3.4 | 58 |
| Highly Effective | 3.5 | 59 |
| | 3.6 | 59 |
| | 3.7 | 59 |
| | 3.8 | 60 |
| | 3.9 | 60 |
| | 4.0 | 60 |

The overall rubric scores listed in this conversion chart are the minimum scores necessary to attain the HEDI ratings listed above.

**Rockville Centre School District Teacher Improvement Plan**

**Definition:**
A Teacher Improvement Plan (TIP) shall be developed by the district in good faith consultation with the teacher who was evaluated as developing or ineffective in his/her most recent Annual Professional Performance Review. The Teacher Improvement Plan (TIP) is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a TIP is to assist teachers to work to their fullest potential. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing its overall effectiveness.

**Procedure:**
A TIP must be initiated whenever a teacher receives a rating of *developing or ineffective* in a year-end evaluation. Both the teacher and the administrator meet for an evaluation conference after a composite score is received, on or before ten days after the date in which teachers are required to report, following the school year in which the rating is earned. A TIP is designed by the building principal in collaboration with the teacher and the president of the RVCTA or his/her designee. The TIP must be in place no later than ten (10) days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.

The teacher must be offered the opportunity for a peer mentor from the District's mentor program. The teacher will select the mentor, with the approval of the Superintendent and the RVCTA President or his/her designee. If the teacher cannot decide on a mentor, the Superintendent and the Association president, or his/her designee, will select a mentor. All dealings between the mentor and the teacher will be confidential. The mentor and the teacher will collaborate during the first quarter. During that time, the teacher will be observed by designated members of administration who will concentrate on observing and evaluating goals identified in the TIP. They will meet with the teacher in a timely manner to discuss the observations. Written observation summaries will be provided (within ten (10) school days) and must be signed by both parties. The teacher has a right if he or she so requests to attach any additional comments he or she may wish to make to an observation report. Such attachment must be made within thirty (30) school days of the observation report. The designated administrator who is supervising the TIP will meet with the teacher weekly.

After the first quarter of teacher/mentor collaboration, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and quarterly meeting among all parties will continue. At the end of the year, if the TIP goals are met, it will terminate. The culmination of the TIP will be communicated in writing to the teacher. Both parties will sign the TIP at the end of the school year.

If the teacher is again rated as *developing or ineffective,* a new plan will be developed by the teacher and the building principal in collaboration with the Association for the subsequent school year.

**Format:**

**The TIP must consist of the following components:**

- **Specific areas for improvement:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.
- **Expected outcomes of the TIP:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.
- **Resources:** Identify specific resources available to assist the teacher to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- **Responsibilities:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations; etc.
- **Evidence of achievement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.
- **Timeline:** Provide a specific Timeline for implementation of the various components of the TIP and for the final completion of the TIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

**Rockville Centre School District**
**Teacher Improvement Plan**

Teacher Name: _____

School: _____

Date: _____

Specific areas of deficiency:_____

_____

I. Targeted Goals/Areas for Improvement:

A. Instructional Planning

_____

_____

B. Student Assessment

_____

_____

C. Classroom Management

_____

_____

D. Fulfillment of Professional Responsibilities

_____

_____

II. Expected Outcomes: (List of specific expectations related to targeted goals identified.)

_____

_____

III. Recommended Activities: (List of specific activities related to targeted goals identified.)

A. Recommended Colleague Observations

_____

_____

B. Recommended Workshops

_____

C. Schedule of meetings with leadership team for review of progress

IV. Recommended Resources:

A. Lead Evaluator Overseeing TIP

B. Materials, personnel, workshops to support TIP

C. Identify instrument or rubrics used to monitor progress

V. Evidence of Achievement:

A. How will progress be assessed?

B. Follow up

VI. Timeline for Measuring Achievement of Expected Outcomes:

A. Identify classroom observation dates

B. Dates for progress meetings

C. Dates for quarterly assessments:

## HEDI Score Criteria for Local Measures Component

## Principals: K - 8

| | HEDI Points | Percent Target Growth Achieved |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-5% |
| | 2 | 6-10% |
| *Developing* | 3 | 11-15% |
| | 4 | 16-20% |
| | 5 | 21-25% |
| | 6 | 26-30% |
| | 7 | 31-35% |
| *Effective* | 8 | 36-40% |
| | 9 | 41-42% |
| | 10 | 43-45% |
| | 11 | 46-49% |
| | 12 | 50-53% |
| | 13 | 54-59% |
| *Highly Effective* | 14 | 60-74% |
| | 15 | 75-100% |

## HEDI Score Criteria for Local Measures Component

## Principals: K - 8

| | HEDI Points | Percent Target Growth Achieved |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-5% |
| | 2 | 6-10% |
| *Developing* | 3 | 11-15% |
| | 4 | 16-18% |
| | 5 | 19-21% |
| | 6 | 22-26% |
| | 7 | 27-30% |
| | 8 | 31-35% |
| *Effective* | 9 | 36-37% |
| | 10 | 38-39% |
| | 11 | 40-41% |
| | 12 | 42-43% |
| | 13 | 44-45% |
| | 14 | 46-47% |
| | 15 | 48-49% |
| | 16 | 50-54% |
| | 17 | 55-59% |
| *Highly Effective* | 18 | 60-64% |
| | 19 | 65-74% |
| | 20 | 75-100% |

## HEDI Score Criteria for Local Measures Component

### Principals: 9-12 (all subjects)
### International Baccalaureate Criteria Rates

| | HEDI Points | Percent IB Diploma Attained |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1-2% |
| | 2 | 3-4% |
| *Developing* | 3 | 5-6% |
| | 4 | 7-8% |
| | 5 | 9-10% |
| | 6 | 11-12% |
| | 7 | 13-14% |
| *Effective* | 8 | 15-16% |
| | 9 | 17-18% |
| | 10 | 19% |
| | 11 | 20-21% |
| | 12 | 22-23% |
| | 13 | 24-25% |
| *Highly Effective* | 14 | 26-27% |
| | 15 | 28-100% |

## HEDI Score Criteria for Local Measures Component

### Principals: 9-12 (all subjects)
### International Baccalaureate Criteria Rates
### (If Value Added State Score Not Available)

| | HEDI Points | Percent IB Diploma Attained |
|---|---|---|
| *Ineffective* | 0 | 0% |
| | 1 | 1% |
| | 2 | 2% |
| *Developing* | 3 | 3% |
| | 4 | 4% |
| | 5 | 5% |
| | 6 | 6% |
| | 7 | 7% |
| | 8 | 8% |
| *Effective* | 9 | 9% |
| | 10 | 10-12% |
| | 11 | 13-14% |
| | 12 | 15-16% |
| | 13 | 17-18% |
| | 14 | 19-20% |
| | 15 | 21-22% |
| | 16 | 23-24% |
| | 17 | 25% |
| *Highly Effective* | 18 | 26% |
| | 19 | 27-28% |
| | 20 | 29-100% |

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT
Rockville Centre, NY

# PRINCIPAL SUMMATIVE EVALUATION REPORT

Name: _____ School: _____ School Year:_____

Instructions: Please rate the Principal's performance on all of the following criteria.

Please use the following rating scale:

| Highly Effective = 4 | Effective = 3 | Developing = 2 | Ineffective = 1 |
|---|---|---|---|

## 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.

| | Rating |
|---|---|
| 1a. **Culture** – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders | |
| 1b. **Sustainability** – a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future. | |

## 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.

| | Rating |
|---|---|
| 2a. **Culture** – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders | |
| 2b. **Instructional Program** – design and delivery of high quality curriculum that produces clear evidence of learning. | |
| 2c. **Capacity Building** – developing potential and tapping existing internal expertise to promote learning and improve practice. | |
| 2d. **Sustainability** – a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future. | |
| 2e. **Strategic Planning Process: Monitoring/Inquiry** – the implementation and stewardship of goals, decisions and actions. | |

## Domain 3: Shared Vision of Learning

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.

| | Rating |
|---|---|
| 3a. **Capacity Building** - developing potential and tapping existing internal expertise to promote learning and improve practice. | |
| 3b. **Culture** – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders | |
| 3c. **Sustainability** – a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future. | |
| 3d. **Instructional Program** – design and delivery of high quality curriculum that produces clear evidence of learning. | |

## 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.

| | Rating |
|---|---|
| 4a. **Strategic Planning Process:** **Inquiry** – 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 | |
| 4b. **Culture** – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders | |
| 4c. **Sustainability** – a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future. | |

## Domain 5: Integrity, Fairness, Ethics

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

| | Rating |
|---|---|
| 5a. **Sustainability** – a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future. | |
| 5b. **Culture** – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders | |

## 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.

| | Rating |
|---|---|
| 6a. **Sustainability** – a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future. | |
| 6b. **Culture** – attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders | |

| | |
|---|---|
| **OVERALL AVERAGE RATING =** | |

| Overall Rubric Score | Rating Category | 0-60 Distribution by Rating Category |
|---|---|---|
| 1.0 – 1.4 | Ineffective | 0 - 49 |
| 1.5 – 2.4 | Developing | 50 - 56 |
| 2.5 – 3.4 | Effective | 57 - 58 |
| 3.5 – 4.0 | Highly Effective | 59 - 60 |

Principal's Initial: _____ Date: _____

Supervisor's Initial: _____ Date: _____

**Principals' Other Measures**
**0-60 Point Distribution**

| Overall Rubric Score | HEDI Score |
|---|---|
| 1.0 | 0 |
| 1.1 | 12 |
| 1.2 | 25 |
| 1.3 | 37 |
| 1.4 | 49 |
| 1.5 | 50 |
| 1.6 | 51 |
| 1.7 | 52 |
| 1.8 | 52 |
| 1.9 | 53 |
| 2.0 | 53 |
| 2.1 | 54 |
| 2.2 | 54 |
| 2.3 | 55 |
| 2.4 | 56 |
| 2.5 | 57 |
| 2.6 | 57 |
| 2.7 | 57 |
| 2.8 | 57 |
| 2.9 | 57 |
| 3.0 | 58 |
| 3.1 | 58 |
| 3.2 | 58 |
| 3.3 | 58 |
| 3.4 | 58 |
| 3.5 | 59 |
| 3.6 | 59 |
| 3.7 | 59 |
| 3.8 | 60 |
| 3.9 | 60 |
| 4.0 | 60 |

## Principal Improvement Plan

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

A PIP must be initiated whenever a principal receives a rating of *developing* or *ineffective* in a year-end evaluation. Both the principal and the superintendent shall meet for an evaluation conference no later than August 1st (date contingent upon the release of State information) following the school year where the *developing* or *ineffective* evaluation was earned. A PIP shall be designed by the principal and the superintendent in collaboration with the president of the RVCAA or his/her designee over the course of the summer.

The PIP must be in place no later than September 10th of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

If the principal is rated as *developing* or *ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the superintendent in collaboration with the Association according to these guidelines for the subsequent school year.

**The PIP must consist of the following components:**

- **Specific areas for improvement:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the plan.
- **Expected outcomes of the PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- **Resources:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues, courses, workshops, peer visits, materials, etc.
- **Responsibilities:** Identify steps to be taken by the superintendent and the principal throughout the plan. Examples: school visits by the superintendent, supervisory conferences between the principal and superintendent, written reports and/or evaluations, etc.
- **Evidence of achievement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- **Timeline:** Provide a specific timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the plan.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT
- Student Performance and/or Engagement
- Supervision of Staff
- Fiscal Management
- Community Relations
- Communication with parents

II. EXPECTED OUTCOMES
List of specific expectations related to targeted goals identified in Section I.

III. RECOMMENDED ACTIVITIES
List of specific activities related to targeted goals identified in Section I.

IV. RECOMMENDED RESOURCES
- List specific materials, people, workshops to be used to support the PIP.
- Identify the instrument or rubrics used to monitor progress

V. EVIDENCE OF ACHIEVEMENT
- Identify how progress will be measured and assessed.
- Specify next steps to be taken based upon progress or lack thereof,

VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES
- Identify dates for school visitations consistent with APPR Plan
- Identify dates for progress meetings with superintendents related to each identified targeted goal.
- Identify dates for quarterly assessment of overall progress

**Rockville Centre School District**
**Principal Improvement Plan**

Principal Name: _____

School: _____

Date: _____

## Principal Improvement Plan Process

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

I. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment._____

_____

II. Specific improvement goal/outcome statements and specific improvement action steps/activities.

A. Targeted Goals/Areas for Improvement:

1. Student Performance and/or Engagement

_____

_____

2. Supervision of Staff

_____

_____

3. Fiscal Management

_____

_____

4. Community Relations

_____

_____

5. Communication with Parents

_____

_____

B. Expected Outcomes: (List of specific expectations related to targeted goals identified.)

_____

_____

C. Recommended Activities: (List of specific activities related to targeted goals identified.)

_____

_____

III. A reasonable timeline for achieving improvement.

A. Identify school visitation dates

_____

_____

B. Dates for progress meetings

_____

_____

C. Dates for quarterly assessments:

_____

_____

IV. Required and accessible resources to achieve goal.

A. Materials, personnel, workshops to support PIP

_____

_____

B. Identify instrument or rubrics used to monitor progress

_____

_____

V. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.

A. How will progress be assessed?

_____

_____

B. Follow up

_____

_____

Principal's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

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

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

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

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date:

11/5/14

Teachers Union President Signature: Date:

11/5/14

Administrative Union President Signature: Date: 11/5/14

Board of Education President Signature: Date:

11/5/14

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

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

Superintendent / District Superintendent / Chancellor Signature: Date: 11/5/14