



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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August 18, 2015

Revised-Expedited Assessment Material Change

Dr. Deborah Wortham, Superintendent
Roosevelt Union Free School District
335 East Clinton Avenue
Roosevelt, NY 11575

Dear Superintendent Wortham:

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

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Robert Hanna

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on November 30, 2012, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see <http://www.regents.nysed.gov/meetings/2014/February2014/214p12heal.pdf>.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) *no later than March 1*. Please note that the Department will not accept late submissions of this form. **Please type “Expedited Assessment Material Change” in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: _____

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input type="checkbox"/> Grade 4 Math Assignment of Points	<input type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input type="checkbox"/> Grade 6 Math Assignment of Points	<input type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input type="checkbox"/> Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date:

Teachers Union President Signature: Date:

Administrative Union President Signature: Date:

Board of Education President Signature: Date:

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances 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 certify 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 such grade.
- The amount of time devoted to test preparation under traditional 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 such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. 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; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date:

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Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

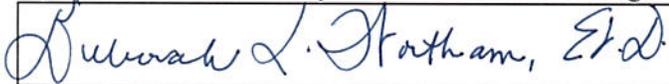
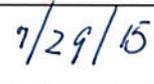
- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances 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 certify that for the 2014-15 school year and thereafter:

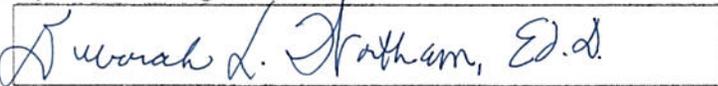
- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional 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 such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. 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; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

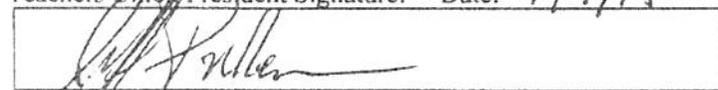
Superintendent / District Superintendent / Chancellor Signature: Date:

 Deborah L. Statham, Ed.D.	 7/29/15
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- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date: 7/29/15


Teachers Union President Signature: Date: 7/7/15


Administrative Union President Signature: Date: 7/7/15


Board of Education President Signature: Date: 8/11/15


Annual Professional Performance Reviews

Created: 04/30/2013

Last updated: 07/01/2015

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

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

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280208030000

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

280208030000

1.2) School District Name: ROOSEVELT UFSD

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

ROOSEVELT UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Re-submission to address deficiencies

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

Created: 04/30/2013

Last updated: 07/01/2015

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

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	District developed assessment for ELA, grade K
1	District, regional, or BOCES-developed assessment	District developed assessment for ELA, grade 1
2	District, regional, or BOCES-developed assessment	District developed assessment for ELA, grade 2

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	To determine the teacher score for the Growth on State Assessments or Comparable Measures component of the over-all HEDI score, each teacher will be evaluated in accord with a district determined percentage of that teacher's students who meet or exceed their individual target measure for growth as determined by comparing the baseline score of the benchmark assessment to the end score of the summative assessment. Growth Targets will be set by the Principal and the Teacher. The effective target measure will be 80% and will serve as the Effective mid-range score of 13. Actual measures above and below the target measure will be aligned proportionately with the HEDI score band covering all points 0-20. The district will use a Variable SLO Calculator to determine actual HEDI component scores. (See 2.11.)
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teacher's results are well-above expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for ELA.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teacher's results meet expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for ELA.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teacher's results are below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for ELA.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teacher's results are well-below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for ELA.

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	District, regional, or BOCES-developed assessment	District developed assessment in Math, grade K
1	District, regional, or BOCES-developed assessment	District developed assessment in Math, grade 1
2	District, regional, or BOCES-developed assessment	District developed assessment in Math, grade 2

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	To determine the teacher score for the Growth on State Assessments or Comparable Measures component of the over-all HEDI score, each teacher will be evaluated in accord with a district determined percentage of that teacher's students who meet or exceed their individual target measure for growth as determined by comparing the baseline score of the benchmark assessment to the end score of the summative assessment. Growth Targets will be set by the Principal and the Teacher. The effective target measure will be 80% and will serve as the Effective mid-range score of 13. Actual measures above and below the target measure will be aligned proportionately with the HEDI score band covering all points 0-20. The district will use a Variable SLO Calculator to determine actual HEDI component scores. (See 2.11.)
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teacher's results are well-above expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Math
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teacher's results meet expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Math.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teacher's results are below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Math.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teacher's results are well-below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Math.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	District developed assessment for Science, Grade 6
7	District, regional or BOCES-developed assessment	District developed assessment for Science, Grade 7

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	To determine the teacher score for the Growth on State Assessments or Comparable Measures component of the over-all HEDI score, each teacher will be evaluated in accord with a district determined percentage of that teacher's students who meet or exceed their individual target measure for growth as determined by comparing the baseline score of the benchmark assessment to the end score of the summative assessment. Growth Targets will be set by the Principal and the Teacher. The effective target measure will be 80% and will serve as the Effective mid-range score of 13. Actual measures above and below the target measure will be aligned proportionately with the HEDI score band covering all points 0-20. The district will use a Variable SLO Calculator to determine actual HEDI component scores. (See 2.11.)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teacher's results are well-above expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Science.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teacher's results meet expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Science.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teacher's results are below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Science.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teacher's results are well-below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Science.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	District developed assessment for Social Studies, Grade 6
7	District, regional or BOCES-developed assessment	District developed assessment for Social Studies, Grade 7
8	District, regional or BOCES-developed assessment	District developed assessment for Social Studies, Grade 8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	To determine the teacher score for the Growth on State Assessments or Comparable Measures component of the over-all HEDI score, each teacher will be evaluated in accord with a district determined percentage of that teacher's students who meet or exceed their individual target measure for growth as determined by comparing the baseline score of the benchmark assessment to the end score of the summative assessment. Growth Targets will be set by the Principal and the Teacher. The effective target measure will be 80% and will serve as the Effective mid-range score of 13. Actual measures above and below the target measure will be aligned proportionately with the HEDI score band covering all points 0-20. The district will use a Variable SLO Calculator to determine actual HEDI component scores. (See 2.11.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher's results are well-above expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Social Studies.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher's results meet expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Social Studies.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher's results are below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Social Studies.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher's results are well-below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for Social Studies.
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2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	District developed Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	To determine the teacher score for the Growth on State Assessments or Comparable Measures component of the over-all HEDI score, each teacher will be evaluated in accord with a district determined percentage of that teacher's students who meet or exceed their individual target measure for growth as determined by comparing the baseline score of the benchmark assessment to the end score of the summative assessment. Growth Targets will be set by the Principal and the Teacher. The effective target measure will be 80% and will serve as the Effective mid-range score of 13. Actual measures above and below the target measure will be aligned proportionately with the HEDI score band covering all points 0-20. The district will use a Variable SLO Calculator to determine actual HEDI component scores. (See 2.11.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher's results are well-above expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the District developed assessment for Global 1, and the Regents assessment for Global 2 or American History.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher's results meet expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the District developed assessment for Global 1, and the Regents assessment for Global 2 or American History.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher's results are below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the District developed assessment for Global 1, and the Regents assessment for Global 2 or American History.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher's results are well-below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the District developed assessment for Global 1, and the Regents assessment for Global 2 or American History.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	To determine the teacher score for the Growth on State Assessments or Comparable Measures component of the over-all HEDI score, each teacher will be evaluated in accord with a district determined percentage of that teacher's students who meet or exceed their individual target measure for growth as determined by comparing the baseline score of the benchmark assessment to the end score of the summative assessment. Growth Targets will be set by the Principal and the Teacher. The effective target measure will be 80% and will serve as the Effective mid-range score of 13. Actual measures above and below the target measure will be aligned proportionately with the HEDI score band covering all points 0-20. The district will use a Variable SLO Calculator to determine actual HEDI component scores. (See 2.11.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher's results are well-above expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the Regents Assessment for Living Environment, Earth Science, Chemistry, or Physics.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher's results meet expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the Regents Assessment for Living Environment, Earth Science, Chemistry, or Physics.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher's results are below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the Regents Assessment for Living Environment, Earth Science, Chemistry, or Physics.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher's results are well-below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the Regents Assessment for Living Environment, Earth Science, Chemistry, or Physics.

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.	To determine the teacher score for the Growth on State Assessments or Comparable Measures component of the over-all HEDI score, each teacher will be evaluated in accord with a district determined percentage of that teacher's students who meet or exceed their individual target measure for growth as determined by comparing the baseline score of the benchmark assessment to the end score of the summative assessment. Growth Targets will be set by the Principal and the Teacher. The effective target measure will be 80% and will serve as the Effective mid-range score of 13. Actual measures above and below the target measure will be aligned proportionately with the HEDI score band covering all points 0-20. The district will use a Variable SLO Calculator to determine actual HEDI component scores. (See 2.11.) "When both the Common Core Regents Exam and the 2005 Standards Exams are offered; the district may administer both Regents Exams but will administer the Common Core Regents per NYSED Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher's results are well-above expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the Regents Assessment for Algebra 1, Geometry, or Algebra 2.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher's results meet expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the Regents Assessment for Algebra 1, Geometry, or Algebra 2.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher's results are below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the Regents Assessment for Algebra 1, Geometry, or Algebra 2.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher's results are well-below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the Regents Assessment for Algebra 1, Geometry, or Algebra 2.

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
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Grade 9 ELA	District, regional or BOCES-developed assessment	District developed assessment for ELA, grade 9
Grade 10 ELA	District, regional or BOCES-developed assessment	District developed assessment for ELA, grade 10
Grade 11 ELA	Regents assessment	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 in addition to the Common Core English Regents, or just the latter, how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	To determine the teacher score for the Growth on State Assessments or Comparable Measures component of the over-all HEDI score, each teacher will be evaluated in accord with a district determined percentage of that teacher's students who meet or exceed their individual target measure for growth as determined by comparing the baseline score of the benchmark assessment to the end score of the summative assessment. Growth Targets will be set by the Principal and the Teacher. The effective target measure will be 80% and will serve as the Effective mid-range score of 13. Actual measures above and below the target measure will be aligned proportionately with the HEDI score band covering all points 0-20. The district will use a Variable SLO Calculator to determine actual HEDI component scores. (See 2.11.) When both the Common Core Regents Exam and the 2005 Standards Exams are offered; the district may administer both Regents Exams but will administer the Common Core Regents per NYSED Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher's results are well-above expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the District developed assessment for Grade 9 ELA and Grade 10 ELA, and the Regents assessment, Grade 11 ELA.
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher's results meet expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the District developed assessment for Grade 9 ELA and Grade 10 ELA, and the Regents assessment, Grade 11 ELA.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher's results are below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the District developed assessment for Grade 9 ELA and Grade 10 ELA, and the Regents assessment, Grade 11 ELA.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher's results are well-below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the District developed assessment for Grade 9 ELA and Grade 10 ELA, and the Regents assessment, Grade 11 ELA.

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
	LOTE	District, Regional or BOCES-developed	District developed common assessment for Spanish 1, Grade 8, Grades 9-12; for Spanish 2, Grades 9-12; for Spanish 3, grades 9-12; for Spanish 7, grade 7; for Spanish 6, grade 6; for French 7, grade 7; for French 6, grade 6
	Physical Education	District, Regional or BOCES-developed	District developed, building-wide common assessment for Physical Education, Grades 9-10; Physical Education, grades 11-12; Physical Education, Grades 6-8; Physical Education, Grades K-5
	Health	District, Regional or BOCES-developed	District Developed common assessment in Health, Grades 9-12, in Health, Grade 7; in Health, Grade 8
	Art: Studio Art, Drawing/Painting, Sculpture/Ceramics	District, Regional or BOCES-developed	District developed, building-wide assessment in Studio Art, Grades 9-12; Drawing/Painting, Grades 9-12; Sculpture/Ceramics, Grades 9-12, Art, grades 6-8
	Music (Band, Chorus)	District, Regional or BOCES-developed	District developed, building-wide assessment in Band, Grades 9-12; Chorus, Grades 9-12; General Music, Grades 6-8; for Band, Grades 6-8
	Participation in Government	District, Regional or BOCES-developed	District developed common assessment for Participation in Government, Grade 12
	Economics	District, Regional or BOCES-developed	District developed common assessment in Economics, Grade 12
	Librarian/Media Specialist	State Assessment	Regents Assessment in Global 2
	Teachers of ESL	State Assessment	NYSESLAT, Grades 9-12; NYSESLAT, grades 6-8; NYSESLAT, grades K-5
	General Chemistry	District, Regional or BOCES-developed	District developed common assessment in General Chemistry, Grades 9-12
	High School Level Electives in ELA: English Composition 1 & 2, Journalism, Greek Mythology, College Writing, Freshman Writing	District, Regional or BOCES-developed	District Developed common assessment in English Composition 1 & 2, Grades 9-12; Journalism, Grades 9-12; Greek Mythology, Grades 9-12; College Writing, Grade 12; Freshman Writing, Grade 9

	High School Level Electives in Business: Child Psychology & Development, Fashion Design & Marketing, Computers for Business & Life, Media Communications 1 & 2	District, Regional or BOCES-developed	District Developed common assessment in Child Psychology/Development, Grades 9-12; Fashion Design & Marketing, Grades 9-12; Computers for Business & Life, Grades 9-12; Media Communications 1 & 2, Grades 9-12
	Culinary Arts 1 & 2	District, Regional or BOCES-developed	District Developed common assessment in Culinary Arts 1 & 2, Grades 9-12
	Career Math	District, Regional or BOCES-developed	District developed common assessment in Career Math, Grades 9-12
	Career Exploration	District, Regional or BOCES-developed	District developed common assessment in Career Exploration, Grades 9-12
	High School Level Electives in Social Studies: Contemporary Legal Issues, Minority Studies	District, Regional or BOCES-developed	District developed common assessment in Contemporary Legal Issues, Grades 9-12; Minority Studies, Grades 9-12
	Home & Careers	District, Regional or BOCES-developed	District developed common assessment in Home & Careers, Grades 6-8
	Middle School: Math, Science, & Technology, Grades 6-8	State Assessment	State Assessment in Math, Grade 6; State Assessment in Math, Grade 7; State Assessment in Math Grade 8; State Assessment in Science, Grade 8
	AIS, Grade 6	State Assessment	State Assessment in ELA, Grade 6; State Assessment in Math, Grade 6
	Grades 4 - 8 ELA and Math Teachers not receiving a State provide growth score	State Assessment	New York State grades 4 - 8 ELA and Math Assessments

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.

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.	To determine the teacher score for the Growth on State Assessments or Comparable Measures component of the over-all HEDI score, each teacher will be evaluated in accord with a district determined percentage of that teacher's students who meet or exceed their individual target measure for growth as determined by comparing the baseline score of the benchmark assessment to the end score of the summative assessment. Growth Targets will be set by the Principal and the Teacher. The effective target measure will be 80% and will serve as the Effective mid-range score of 13. Actual measures above and below the target measure will be aligned proportionately with the HEDI score band covering all points 0-20. The district will use a Variable SLO Calculator to determine actual HEDI component scores. (See 2.11.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teacher's results are well-above expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for additional grades/subjects that have SLOs.

Effective (9 - 17 points) Results meet District goals for similar students.	Teacher's results meet expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for additional grades/subjects that have SLOs.
Developing (3 - 8 points) Results are below District goals for similar students.	Teacher's results are below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for additional grades/subjects that have SLOs.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teacher's results are well-below expectations for the percentage of students meeting or exceeding the individual student target measures for growth as measured by the district developed subject and grade specific assessment for additional grades/subjects that have SLOs.

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

(No response)

2.11) HEDI Tables or Graphics

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5364/132016-TXEttx9bQW/Copy%20of%20Variable%20SLO%20calculator.xlsx

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.

There will be no adjustment factors selected at this time.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 07/01/2015

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

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for ELA
5	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for ELA
6	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for ELA
7	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for ELA
8	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Star Renaissance Student Assessment in ELA will provide a baseline score in beginning of the year for each teacher's students, the results of which will serve to measure student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient or higher on the year-end Star Renaissance Student Assessment (summative assessment) in June . The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for the Star Renaissance Student Assessment in ELA for June for the grade level and students indicated.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for the Star Renaissance Student Assessment in ELA for June for the grade level and students indicated.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for the Star Renaissance Student Assessment in ELA for June for the grade level and students indicated.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for the Star Renaissance Student Assessment in ELA for 2013 for the grade level and students indicated.

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	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for Math
5	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for Math
6	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for Math
7	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for Math
8	4) State-approved 3rd party assessments	Star Renaissance Student Assessment for Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Star Renaissance Student Assessment in Math will provide a baseline score in September for each teacher's students, the results of which will serve to measure student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient or higher on the year-end Star Renaissance Student Assessment (summative assessment) in June . The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for the Star Renaissance Student Assessment in Math for June for the grade level and students indicated.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for the Star Renaissance Student Assessment in Math for June for the grade level and students indicated.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for the Star Renaissance Student Assessment in Math for June for the grade level and students indicated.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for the Star Renaissance Student Assessment in Math for June for the grade level and students indicated.

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.

(No response)

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	5) District, regional, or BOCES–developed assessments	District developed Grade K ELA assessment
1	5) District, regional, or BOCES–developed assessments	District developed Grade 1 ELA assessment
2	5) District, regional, or BOCES–developed assessments	District developed Grade 2 ELA assessment
3	5) District, regional, or BOCES–developed assessments	District developed Grade 3 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District developed assessment for ELA, grade specific for Grades K-3, will provide a baseline score in September 2012 for each teacher's students, the results of which will serve to measure student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient (80%) or higher on the year-end District developed summative assessment in June 2013. The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for the District developed assessment in ELA for June 2013 for the grade level and students indicated.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for the District developed assessment in ELA for June 2013 for the grade level and students indicated.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for the District developed assessment in ELA for June 2013 for the grade level and students indicated.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for the District developed assessment in ELA for June 2013 for the grade level and students indicated.

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	5) District, regional, or BOCES–developed assessments	District developed Grade K Math assessment
1	5) District, regional, or BOCES–developed assessments	District developed Grade 1 Math assessment
2	5) District, regional, or BOCES–developed assessments	District developed Grade 2 Math assessment
3	5) District, regional, or BOCES–developed assessments	District developed Grade 3 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District developed assessment for Math, grade specific for Grades K-3, will provide a baseline score in September 2012 for each teacher's students, the results of which will serve to measure student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient (80%) or higher on the year-end District developed summative assessment in June 2013. The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for the District developed assessment in Math for June 2013 for the grade level and students indicated.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for the District developed assessment in Math for June 2013 for the grade level and students indicated.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for the District developed assessment in Math for June 2013 for the grade level and students indicated.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for the District developed assessment in Math for June 2013 for the grade level and students indicated.
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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	5) District, regional, or BOCES–developed assessments	District developed Grade 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	District developed Grade 7 Science assessment
8	5) District, regional, or BOCES–developed assessments	District developed Grade 8 Science assessment

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.	The District developed assessment for Science, grade specific for Grades 6-8, will provide a baseline score in September 2012 for each teacher's students, the results of which will serve to measure student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient (80%) or higher on the year-end District developed summative assessment in June 2013. The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for the District developed assessment in Science for June 2013 for the grade level and students indicated.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for the District developed assessment in Science for June 2013 for the grade level and students indicated.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for the District developed assessment in Science for June 2013 for the grade level and students indicated.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for the District developed assessment in Science for June 2013 for the grade level and students indicated.

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	5) District, regional, or BOCES–developed assessments	District developed Grade 6 Social Studies assessment

7	5) District, regional, or BOCES–developed assessments	District developed Grade 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	District developed Grade 8 Social Studies assessment

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.	The District developed assessment for Social Studies, grade specific for Grades 6-8, will provide a baseline score in September 2012 for each teacher's students, the results of which will serve to measure student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient (80%) or higher on the year-end District developed summative assessment in June 2013. The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for the District developed assessment in Social Studies for June 2013 for the grade level and students indicated.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for the District developed assessment in Social Studies for June 2013 for the grade level and students indicated.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for the District developed assessment in Social Studies for June 2013 for the grade level and students indicated.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for the District developed assessment in Social Studies for June 2013 for the grade level and students indicated.

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	5) District, regional, or BOCES–developed assessments	District developed Global I assessment
Global 2	5) District, regional, or BOCES–developed assessments	District developed Global II assessment
American History	5) District, regional, or BOCES–developed assessments	District developed American History assessment

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.	A District locally-developed building-wide assessment will be taken by each teacher's students in September 2012, the results of which will serve to measure student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient (80%) or higher on the end of year locally-developed building wide summative assessment in June 2013 as compared to the baseline assessment in September 2012. The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student growth and achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student growth and achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student growth and achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student growth and achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.

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	5) District, regional, or BOCES-developed assessments	District developed Living Environment assessment
Earth Science	5) District, regional, or BOCES-developed assessments	District developed Earth Science assessment
Chemistry	5) District, regional, or BOCES-developed assessments	District developed Chemistry assessment
Physics	5) District, regional, or BOCES-developed assessments	District developed Physics assessment

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.	A District locally-developed building-wide assessment will be taken by each teacher's students in September 2012, the results of which will serve to measure student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient (80%) or higher on the end of year locally-developed building wide summative assessment in June 2013 as compared to the baseline assessment in September 2012. The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.

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	5) District, regional, or BOCES-developed assessments	District developed Algebra I assessment
Geometry	5) District, regional, or BOCES-developed assessments	District developed Geometry assessment
Algebra 2	5) District, regional, or BOCES-developed assessments	District developed Algebra 2 assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A District locally-developed building-wide assessment will be taken by each teacher's students in September 2012, the results of which will serve to measure student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient (80%) or higher on the end of year locally-developed building wide summative assessment in June 2013 as compared to the baseline assessment in September 2012. The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated.

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	5) District, regional, or BOCES-developed assessments	District developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	District developed Grade 10 ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	English Regents Exam

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

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

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

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 ELA, grades 9 and 10, a District locally-developed building-wide assessment will be taken by each teacher's students in September 2012, the results of which will serve to measure student achievement. For ELA, grade 11, the State-provided English Regents Exam will serve to provide evidence of student achievement. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient (80%) or higher on the end of year locally-developed building wide summative assessment, grades 9 and 10, or on the English Regents Exam, grade 11, in June 2013 (grades 9 and 10) or January 2012 and June 2013 combined (grade 11) as compared to the baseline assessment in September 2012. The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-20. "When both the Common Core Regents Exam and the 2005 Standards Exams are offered; the district may administer both Regents Exams but will administer the Common Core Regents per NYSED Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated, or for the English Regents for teachers of Grade 11.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated, or for the English Regents for teachers of Grade 11.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated, or for the English Regents for teachers of Grade 11.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated, or for the English Regents for teachers of Grade 11.

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
	LOTE	5) District/regional/BOCES-developed	District developed assessment for Spanish 1, Grade 8, Grades 9-12; for Spanish 2, Grades 9-12; for Spanish 3, Grades 9-12; for Spanish 7. Grade 7; for Spanish 6, Grade 6; for French 7, Grade 7; for French 6; Grade 6

	Physical Education	5) District/regional/BOCES–developed	District developed building-wide and assessment for Physical Education, Grades 9-10; Physical Education, Grades 11-12; Physical Education, Grades 6-8; Physical Education, Grades K-5
	Health	5) District/regional/BOCES–developed	District developed and building-wide assessment for Health, Grades 9-12; for Health, Grade 7; for Health, Grade 8
	Art: Studio Art, Drawing/Painting, Sculpture/Ceramics	5) District/regional/BOCES–developed	District developed, building-wide assessment for Studio Art, Grades 9-12; for Drawing/Painting, Grades 9-12; for Sculpture/Ceramics, Grade 9-12; General Art, Grades 6-8; General Art, Grades K-5
	Music (Band, Chorus), General Music	5) District/regional/BOCES–developed	District developed building-wide assessment for Band, Grades 9-12; for Chorus, Grades 9-12; General Music, Grades 6-8; General Music, Grades K-5; for Band, Grades 6-8
	Participation in Government	5) District/regional/BOCES–developed	District Developed assessment for Participation In Government, Grade 12
	Economics	5) District/regional/BOCES–developed	District developed assessment for Economics, Grade 12
	Librarian/Media Specialist	6(ii) School wide measure computed locally	Global Regents Exam
	ESL, Grades 9-12	6(ii) School wide measure computed locally	English Regents Exam
	General Chemistry	5) District/regional/BOCES–developed	District developed assessment for General Chemistry, Grades 9-12
	High School Elective in ELA: English Composition 1 & 2, Journalism, Greek Mythology, College Writing, Freshman Writing	5) District/regional/BOCES–developed	District developed assessment for English Composition 1 & 2, Grade 9-12; for Journalism, Grade 9-12; for Greek Mythology, Grades 9-12; for College Writing, Grade 12; for Freshman Writing, Grade 9
	High School Electives in Business: Child Psychology & Development, Fashion Design & Merchandising, Computers for Business & Life, Media Communications 1 & 2	5) District/regional/BOCES–developed	District developed common assessment for Child Psychology & Development, Grades 9-12; for Fashion Design & Merchandising, Grades 9-12; for Computers for Business & Life, Grades 9-12; for Media Communications 1 & 2, Grades 9-12
	Culinary Arts 1 & 2	5) District/regional/BOCES–developed	District developed assessment for Culinary Arts 1 & 2, grades 9-12
	Career Math	5) District/regional/BOCES–developed	District developed assessment for Career Math, Grades 9-12
	Career Exploration	5) District/regional/BOCES–developed	District developed assessment for Career Exploration, Grades 9-12

	High School electives in Social Studies: Contemporary Legal Issues, Minority Studies	5) District/regional/BOCES-developed	District developed assessment for Contemporary Legal Issues, Grades 9-12; for Minority Studies, Grades 9-12
	Home & Careers	5) District/regional/BOCES-developed	District developed assessment for Home & Careers, Grades 6-8
	Middle School: Math, Science, & Technology	5) District/regional/BOCES-developed	District developed assessment in Math, Science, & Technology, Grades 6-8
	AIS, Grade 6	6(ii) School wide measure computed locally	State Assessment in ELA, grade 6; State Assessment in Math, Grade 6
	ESL, Grades K-8	6(ii) School wide measure computed locally	State Assessment in ELA grades 4-5 (Elementary), grades 6-8 (Middle School)

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.	Unless otherwise specified, a District developed building-wide assessment will be taken by each teacher's students in September 2012, the results of which will serve to measure student achievement. For those courses/subjects otherwise specified, a State-provided assessment will be used. The teacher's effectiveness will be evaluated in accord with a district established target measure in terms of percent of students expected to score proficient (80%) or higher on the end of year locally-developed building wide summative assessment in June 2013 as compared to the baseline assessment in September 2012. The target measure for each teacher will align with the mid-level Effective score of 13, with the actual measure rated proportionally and incrementally both below and above to align with the HEDI scale of 0-20. When both the Common Core Regents Exam and the 2005 Standards Exams are offered; the district may administer both Regents Exams but will administer the Common Core Regents per NYSED Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student growth and achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated, or for those courses/subjects so specified, the State-provided assessment so indicated.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student growth and achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated, or for those courses/subjects so specified, the State-provided assessment so indicated.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student growth and achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated, or for those courses/subjects so specified, the State-provided assessment so indicated.

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

Results are well-below District expectations for student growth and achievement for the locally-developed building-wide assessment for June 2013 for the course and students indicated, or for those courses/subjects so specified, the State-provided assessment so indicated.

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

(No response)

3.13) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5139/132620-y92vNseFa4/Copy%20of%20Variable%20SLO%20calculator.xlsx>

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.

There will be no adjustment factors selected at this time.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with multiple locally selected measures will be combined proportionally for the 0-20 and 0-15 HEDI score.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
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
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: 04/30/2013

Last updated: 07/01/2015

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

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4.1) Teacher Practice Rubric

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

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

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

Rubric	Marshall's Teacher Evaluation Rubric
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Second Rubric, if applicable	(No response)
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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]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)
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If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 4.2. \(MS Word\)](#)

(No response)

4.3) Survey Tools (if applicable)

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

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Kim Marshall rubric applies to all observations, Formal and mini- (60 points), and to the structured review of teacher lesson plans, student portfolios, and other teacher artifacts. Each of the Marshall domains has been accorded the same degree of priority as determined by District administration in negotiation with the Roosevelt Teachers Association. Each criteria within the domains will receive as

determined by the evaluator a score between 1-4 where 1 is Ineffective and 4 is Highly Effective. To determine the HEDI Score for this component of the APPR, the total of all criterion points for both the Observation and Lesson Plans/Portfolio/Artifacts components of the Other Measures of Effectiveness are added together and then divided by the total number of criteria evaluated to produce an average criteria score between 1 and 4. This Over-all rubric score is then aligned with the appropriate point distribution category to produce the teacher's component score (0-60) for the Other Measures of Effectiveness component of the over-all APPR score. (See the attached document.)

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5091/132622-eka9yMJ855/HEDIRubricOEMTeacher2012-13revised.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed State Standards and District expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet State Standards and District expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results are below State Standards and District expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results are well-below State Standards and 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	2
Informal/Short	5
Enter Total	7

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

Responses Selected:

In Person

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

Responses Selected:

In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	5
Total	7

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

Responses Selected:

In Person

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

Responses Selected:

In Person

5. Composite Scoring (Teachers)

Created: 04/30/2013

Last updated: 07/01/2015

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

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created: 04/30/2013

Last updated: 07/01/2015

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

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5265/132645-Df0w3Xx5v6/TEACHER%20IMPROVEMENT%20PLAN%20Template.pdf>

6.3) Appeals Process

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

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

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

APPEALS PROCEDURES

I. A teacher may challenge their annual professional performance review pursuant to section 3012-c of the Education Law.

- a. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing
- b. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraphs (a) above, a teacher may appeal the annual evaluation to an arbiter to be determined. The arbiter will be mutually agreed upon by the parties. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 - 1. The substance of the annual professional performance review;
 - 2. The School district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
 - 3. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated plans and procedures; and
 - 4. The school district's issuance and/or implementation of the terms of teachers or principal's improvement plan.
- c. Any issue not raised in the written appeal shall be deemed waived.
- d. Within five school days of receipt of the appeal, the arbiter shall render a written determination with respect thereto.
- e. The determination of the arbiter as to the substance of the annual professional performance review shall neither be grievable, arbitral, nor reviewable in any other forum. However, nothing shall prevent a teacher from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020-Procedural issues that will be set forth in this Article shall be subject to grievance machinery of the contract.

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.

All potential evaluators, essentially District administration, have participated throughout the 2011-12 school year, and will continue throughout the 2012-13 school year, in Nassau BOCES Teacher Lead Evaluator Training. The training has been on content required in the Commissioner's regulations according to statute 30-2.9. The modules provided to date have been Modules 1-7 and have provided the following content: Teaching Standards, Evidenced Based Observation Practice, Student Growth & Value Added, Use of State approved rubrics, Assessment tools, State & Local measures of achievement, State Instructional Reporting System, Scoring Methodology, and Evaluating Teachers of ELLs & SWDs. Future training will be scheduled by Nassau BOCES on the inter-rater reliability the week of August 20-27, 2012, and to those who are either new to the process or that need to complete the training. To date 20 administrative personnel in the District have completed no less than 83% of the training modules, 10 of whom have completed 100% of the modules. All key administration/evaluators will have completed 100% of the training modules prior to the start of the 2012-13 school year. In addition, all key administrators have attended training on the Kim Marshall Rubric conducted by Kim Marshall. Those administrators identified by the District as potential Lead Evaluators that have satisfied all requirements of the training course for certification as a lead evaluator will be certified by the Superintendent of Schools as per Section 30-2.9. Re-certification as a lead evaluator will be aligned with all State regulations and requirements, and will require that all evaluators participate in future Nassau BOCES training as it is developed and offered, as well as participation in other training as it becomes available.

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
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(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards

and their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created: 04/30/2013

Last updated: 07/01/2015

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

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K - 6	State assessment	New York State 3-6 ELA and Math Assessment
	7 - 8	State assessment	New York State 7-8 ELA and Math Assessment
	9 -12	State assessment	ELA Regents, Algebra Regent, all other applicable Regent

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.</p>	<p>If the State provides growth scores for the grades K-6,7-8,9-12 principal(s), and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s).</p> <p>For SLOs, based on historical data, the principal in collaboration with the superintendent will set individual growth targets for each student. The Superintendent will have final approval of the growth targets. A principal will receive a HEDI score based upon the percent of students reaching their targets.”</p> <p>When both the Common Core Regents Exam and the 2005 Standards Exams are offered; the district may administer both Regents Exams but will administer the Common Core Regents per NYSED Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED</p>
<p>Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).</p>	<p>See 7.3 attachment</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See 7.3 attachment</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See 7.3 attachment</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>See 7.3 attachment</p>

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/3661956-lha0DogRNw/2383850-Copy%20of%20Variable%20SLO%20calculator.xlsx>

7.4) Special Considerations for Comparable Growth Measures

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

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

No adjustments will be selected at this time.

7.5) Principals with More Than One Growth Measure

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

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

to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 07/01/2015

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

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(a) achievement on State assessments	State assessments in ELA/Math, Grades 4-5
	K-5	(c) results for SWD's and ELL's	State assessments in ELA/Math, Grades 4-5
	6-8	(a) achievement on State assessments	State assessments in ELA/Math, Grades 6-8
	6-8	(c) results for SWD's and ELL's	State assessments in ELA/Math, Grades 6-8
	9-12	(h) students' progress toward graduation	Credits earned toward matriculation, Grades 9 and 10
	9-12	(g) % achieving specific level on Regents or alternatives	Regents assessment: English Comprehensive and Integrated Algebra

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The high school principal is evaluated on four measures each of which will receive a subcomponent HEDI rating (See the attached chart). Each subcomponent HEDI rating will comprise 25% of the overall HEDI rating for the Locally-Selected Measures score for the principal.</p> <p>Measure 1: No less than a 3 point increase in the percent of students in the 2012 cohort earning sufficient credit in the school year 2012-13 to advance to grade 10 as compared to similar students from the previous cohort for this same measure for 2011-12. Measure 2: No less than a 3 point increase in the percent of students in the 2011 cohort earning sufficient credit in the school year 2012-13 to advance to grade 10 as compared to similar students from the previous cohort for this same measure for 2011-12. Measure 3: A District determined increase in the Performance Index (PI) for ELA for the school year 2012-13 as compared to a similar measure for the school year 2011-12. Measure 4: A District determined increase in the Performance Index (PI) for Math for the school year 2012-13 as compared to a similar measure for the school year 2011-12.</p> <p>The chart for measures 1 & 2 will be combined with the chart for measures 3 & 4, averaged and rounded to the nearest whole number. All principals of all buildings grade K-5 and 6-8 will be evaluated on four measures each of which will receive a subcomponent HEDI rating (See the attached chart). Each subcomponent HEDI rating will be weighted proportionately to the number and over-all percent of students covered by each sub-measure to determine the overall HEDI rating for the Locally-Selected Measures score for the principal.</p> <p>Measure 1: A District determined percent increase in students who score level three or higher on the State-provided assessment for ELA across all grades for the school year 2012-13 as compared to a similar measure for 2011-12. Measure 2: A District determined percent increase in students who score level three or higher on the State-provided assessment for Math across all grades for the school year 2012-13 as compared to a similar measure for 2011-12. Measure 3: A district determined increase in percent of Students with Disabilities that attain a median score no less than 98% of the median score of Not Disabled students for the State-provided assessment in ELA across all grades for the school year 2012-13 as compared to a similar measure for 2011-12. Measure 4: A district determined increase in percent of Students with Disabilities that attain a median score no less than 98% of the median score of Not Disabled students for the State-provided assessment in Math across all grades for the school year 2012-13 as compared to a similar measure for 2011-12.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well-above District expectations for the Locally-Selected Measures of Student Growth or Achievement.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results meet District expectations for the Locally-Selected Measures of Student Growth or Achievement.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are below District expectations for the Locally-Selected Measures of Student Growth or Achievement.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well-below District expectations for the Locally-Selected Measures of Student Growth or Achievement.</p>

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

(No response)

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

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5366/132877-

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.

Adjustments, controls, or other special considerations are not being considered at this time.

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.

High School, Middle School, and Elementary Principals will have multiple locally selected measures. Each measure will receive a HEDI Rating. For the High School Principal each of these multiple HEDI Ratings will be weighted equally and comprise 25% each of the overall HEDI Rating for the principal for the Locally Selected Measures component of the APPR. For the Middle School and Elementary School principals, each subcomponent measure will be weighted proportionately as to the number of students covered by each measure relative

to the total number of students for whom the principal is accountable.

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created: 04/30/2013

Last updated: 07/01/2015

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

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9.1) Principal Practice Rubric

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

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

Rubric	Marshall's Principal Evaluation Rubric
Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Determining Principal Composite Score for Other Effective Measures

Principal:

- 40 of the 60 points will be derived from the Superintendent's formal observation(s) using all 6 domains from the Kim Marshall Principal Evaluation Rubrics.
- 20 of the 60 points will be derived from the Superintendent's evaluation of the portfolio assembled by the Principal. The portfolio will be based upon domain and criteria from the Kim Marshall Principal Evaluation Rubric as agreed upon by the Superintendent and the principal.
- Each of the domains in the Kim Marshall Principal Evaluation Rubric have been assigned equal value priority. Each of the 10 criteria in each Domain will be provided a point value by the evaluator between 1 and 4, Ineffective to Highly Effective. The overall HEDI Score for the Other Measures of Effectiveness component of the APPR for the Principal is determined by adding together all of the criteria score and dividing by the total number of criteria evaluated. The resultant average will be a score between 1-4. The overall rubric score is then aligned with the point distribution by rating category to provide an overall subcomponent score between 0-60.

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5143/138581-pMADJ4gk6R/Roosevelt%20UFSD%20Marshall%20Principal%20Rubric%20%26%20HEDI%20Point%20Range9-13-12.pdf>

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

Highly Effective: Overall performance and results exceed standards.	A subcomponent HEDI score of 59-60 is well-above District expectations for this measure.
Effective: Overall performance and results meet standards.	A subcomponent HEDI score of 57-58 meets District expectations for this measure.
Developing: Overall performance and results need improvement in order to meet standards.	A subcomponent HEDI score of 50-56 is below District expectations for this measure.
Ineffective: Overall performance and results do not meet standards.	A subcomponent HEDI score of 0-49 is well-below District expectations for this measure.

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created: 04/30/2013

Last updated: 07/01/2015

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

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

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

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	50-56

Ineffective	0-49
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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: 04/30/2013

Last updated: 07/01/2015

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

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5276/138758-Df0w3Xx5v6/PRINCIPAL%20IMPROVEMENT%20PLAN%20Template.pdf>

11.3) Appeals Process

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

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

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

APPEALS PROCEDURES

I. A principal may challenge his/her annual professional performance review pursuant to section 3012-c of the Education Law.

a. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing

b. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraphs (a) above, a principal may appeal the annual evaluation to an arbiter to be determined. The arbiter will be mutually agreed upon by the parties. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

1. The substance of the annual professional performance review;
2. The School district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
3. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated plans and procedures; and
4. The school district's issuance and/or implementation of the terms of principal's improvement plan.

c. Any issue not raised in the written appeal shall be deemed waived.

d. Within five school days of receipt of the appeal, the arbiter shall render a written determination with respect thereto.

e. The determination of the arbiter as to the substance of the annual professional performance review shall neither be grievable, arbitral, nor reviewable in any other forum. However, nothing shall prevent a principal from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020-Procedural issues that will be set forth in this Article shall be subject to grievance machinery of the contract.

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.

All potential evaluators, essentially District administration, have participated throughout the 2011-12 school year, and will continue throughout the 2012-13 school year, in Nassau BOCES Teacher Lead Evaluator Training. The training has been on content required in the Commissioner's regulations according to statute 30-2.9. The modules provided to date have been Modules 1-7 and have provided the following content: Teaching Standards, Evidenced Based Observation Practice, Student Growth & Value Added, Use of State approved rubrics, Assessment tools, State & Local measures of achievement, State Instructional Reporting System, Scoring Methodology, and Evaluating Teachers of ELLs & SWDs. Future training will be scheduled by Nassau BOCES on the inter-rater reliability the week of August 20-27, 2012, and to those who are either new to the process or that need to complete the training. To date 20 administrative personnel in the District have completed no less than 83% of the training modules, 10 of whom have completed 100% of the modules. All key administration/evaluators will have completed 100% of the training modules prior to the start of the 2012-13 school year. In addition, all key administrators have attended training on the Kim Marshall Rubric conducted by Kim Marshall. Those administrators identified by the District as potential Lead Evaluators that have satisfied all requirements of the training course for certification as a lead evaluator will be certified by the Superintendent of Schools as per Section 30-2.9. Re-certification as a lead evaluator will be aligned with all State regulations and requirements, and will require that all evaluators participate in future Nassau BOCES training as it is developed and offered, as well as participation in other training as it becomes available.

11.5) Assurances -- Evaluators

Please check the boxes below:

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

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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

11.6) Assurances -- Principals

Please check all of the boxes below:

Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created: 04/30/2013

Last updated: 07/01/2015

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

```
<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5581/128174-3Uqgn5g9lu/DistrictAPPRCertificationForm%2010-10-12.pdf">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5581/128174-3Uqgn5g9lu/DistrictAPPRCertificationForm%2010-10-12.pdf</a>
```

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.

HEDI Translation Template for SLO Scores Counting as 20% of Composite

Enter HEDI Anchor Point (range 9-17) and anticipated SLO Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

13

SLO Target Percent - as %

80%

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

	HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0.00%	0.00% to 7.61%
	1	7.62%	7.62% to 15.23%
	2	15.24%	15.24% to 22.85%
Developing	3	22.86%	22.86% to 30.47%
	4	30.48%	30.48% to 38.09%
	5	38.10%	38.10% to 45.70%
	6	45.71%	45.71% to 53.32%
	7	53.33%	53.33% to 60.94%
	8	60.95%	60.95% to 68.56%
Effective	9	68.57%	68.57% to 71.42%
	10	71.43%	71.43% to 74.28%
	11	74.29%	74.29% to 77.13%
	12	77.14%	77.14% to 79.99%
	13	80.00%	80.00% to 82.85%
	14	82.86%	82.86% to 85.70%
	15	85.71%	85.71% to 88.56%
	16	88.57%	88.57% to 91.42%
	17	91.43%	91.43% to 94.28%
Highly Effective	18	94.29%	94.29% to 97.13%
	19	97.14%	97.14% to 98.57%
	20	100.00%	98.58% to 100.00%

HEDI Calculator

HEDI Calculator	Number of students	SLO Target or		HEDI score	HEDI Points Awarded
		Percent Mastery Selected	Percent Mastery Achieved		
SLO 1	30	90%	92	14	14.0
SLO 2		65%	70	14	0.0
SLO 3		80%	78	12	0.0
SLO 4					0.0
SLO 5					0.0
SLO 6					0.0
Total	30				14.0

Calculated values are printed in red.

This template translates a percent mastery achieved on an SLO to a HEDI score. Each translation is based on the target required for that SLO and the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 15, there are five equal steps to 100%. Thus, all steps in the the "Highly Effective" and "Effective" ranges represent 1/5 of the difference between the Anchor Point and 100%.

HEDI scores in the "Developing" and "Ineffective" ranges are defined by the nine scores (0 to 8) in these ranges. Each step is diminished by 1/9th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

See other tab for 15 pt variable calculator.

HEDI Translation Template for Local Scores Counting as 15% of Composite

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13

11

Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero to

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range	
Ineffective	0	0.00%	0.00%	to 7.02%
	1	7.03%	7.03%	to 14.05%
	2	14.06%	14.06%	to 21.08%
Developing	3	21.09%	21.09%	to 28.12%
	4	28.13%	28.13%	to 35.15%
	5	35.16%	35.16%	to 42.18%
	6	42.19%	42.19%	to 49.21%
	7	49.22%	49.22%	to 56.24%
Effective	8	56.25%	56.25%	to 62.49%
	9	62.50%	62.50%	to 68.74%
	10	68.75%	68.75%	to 74.99%
	11	75.00%	75.00%	to 81.24%
	12	81.25%	81.25%	to 87.49%
	13	87.50%	87.50%	to 93.74%
Highly	14	93.75%	93.75%	to 96.87%
	15	100.00%	96.88%	to 100.00%

HEDI Calculator

HEDI Calculator	SLO	Number of students	Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
SLO 1		30	90%	92	14	5.7
SLO 2		21	65%	70	14	4.0
SLO 3		23	80%	78	12	3.7
SLO 4						0.0
SLO 5						0.0
SLO 6						0.0
Total		74				13.4

Calculated values are printed in red.

This template translates a percent mastery achieved into a HEDI score. Each translation is based on the target required and the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 11, there are four equal steps to 100%. Thus, all steps in the the "Highly Effective" and "Effective" ranges represent 1/4 of the difference between the Anchor Point and 100%.

HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0 to 7) in these ranges. Each step is diminished by 1/8th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

HEDI Translation Template for SLO Scores Counting as 20% of Composite

Enter HEDI Anchor Point (range 9-17) and anticipated SLO Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

13

SLO Target Percent - as %

80%

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

	HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range	
Ineffective	0	0.00%	0.00%	to 7.61%
	1	7.62%	7.62%	to 15.23%
	2	15.24%	15.24%	to 22.85%
Developing	3	22.86%	22.86%	to 30.47%
	4	30.48%	30.48%	to 38.09%
	5	38.10%	38.10%	to 45.70%
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	12	77.14%	77.14%	to 79.99%
	13	80.00%	80.00%	to 82.85%
	14	82.86%	82.86%	to 85.70%
	15	85.71%	85.71%	to 88.56%
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	17	91.43%	91.43%	to 94.28%
Highly Effective	18	94.29%	94.29%	to 97.13%
	19	97.14%	97.14%	to 98.57%
	20	100.00%	98.58%	to 100.00%

HEDI Calculator

HEDI Calculator	Number of students	SLO Target or Percent		HEDI score	HEDI Points Awarded
		Mastery Selected	Mastery Achieved		
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SLO 2		65%	70	14	0.0
SLO 3		80%	78	12	0.0
SLO 4					0.0
SLO 5					0.0
SLO 6					0.0
Total	30				14.0

Calculated values are printed in red.

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See other tab for 15 pt variable calculator.

HEDI Translation Template for Local Scores Counting as 15% of Composite

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11

Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero to

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	1	7.03%	7.03%	to 14.05%
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Developing	3	21.09%	21.09%	to 28.12%
	4	28.13%	28.13%	to 35.15%
	5	35.16%	35.16%	to 42.18%
	6	42.19%	42.19%	to 49.21%
	7	49.22%	49.22%	to 56.24%
Effective	8	56.25%	56.25%	to 62.49%
	9	62.50%	62.50%	to 68.74%
	10	68.75%	68.75%	to 74.99%
	11	75.00%	75.00%	to 81.24%
	12	81.25%	81.25%	to 87.49%
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HEDI Calculator	SLO	Number of students	Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
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SLO 3		23	80%	78	12	3.7
SLO 4						0.0
SLO 5						0.0
SLO 6						0.0
Total		74				13.4

Calculated values are printed in red.

This template translates a percent mastery achieved into a HEDI score. Each translation is based on the target required and the HEDI Anchor Point (from 9 to 17) selected.

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HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0 to 7) in these ranges. Each step is diminished by 1/8th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

Roosevelt UFSD
 School Year 2012-13
 APPR HEDI Rubric and Score Range for *Other Measures of Effectiveness*

Roosevelt UFSD: HEDI Scoring Range for the Kim Marshall Teacher Evaluation Rubric

Table 1: Other Effective Measures, Marshall Domains and Criteria that apply to all Teachers- Formal Observations and Portfolio Assessment:

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Curriculum and Data
- D. Supervision and Professional Development
- E. Discipline and Family Involvement
- F. Management and External Relations

Other Measures of Effectiveness	
Observation and Other Measures	Subcomponent Point Range
Formal Observation	50
Portfolio Assessment	10
<i>Total Composite Score</i>	<i>60</i>

Table 2: Score Range for each Criteria of the Kim Marshall Teacher Evaluation Rubric:

	Domain	Points
Criteria	Highly Effective	4
	Effective	3
	Developing	2
	Ineffective	1

Based on the Kim Marshall Teacher Evaluation Rubric, 6 Domains each consisting of 10 Criteria

Overall Rubric Score	Rating Category	0-60 point distribution by rating category
1-1.4	Ineffective	0-49
1.41-2.4	Developing	50-56
2.41-3.0	Effective	57-58
3.1-4.0	Highly Effective	59-60

Criteria Points (average)	HEDI Points						
1	0	1.124-1.131	16	1.251-1.258	32	1.384-1.392	48
1.001-1.008	1	1.132-1.138	17	1.259-1.267	33	1.393-1.400	49
1.009-1.017	2	1.139-1.146	18	1.268-1.275	34	1.41-1.5	50
1.018-1.025	3	1.147-1.154	19	1.276-1.283	35	1.51-1.7	51
1.026-1.033	4	1.155-1.162	20	1.284-1.292	36	1.71-1.8	52
1.034-1.042	5	1.163-1.169	21	1.293-1.300	37	1.9-2.0	53
1.043-1.050	6	1.170-1.177	22	1.301-1.308	38	2.01-2.1	54
1.051-1.058	7	1.178-1.185	23	1.309-1.317	39	2.11-2.2	55
1.059-1.067	8	1.186-1.192	24	1.318-1.325	40	2.21-2.4	56
1.068-1.075	9	1.193-1.200	25	1.326-1.333	41	2.41-2.5	57
1.076-1.083	10	1.201-1.208	26	1.334-1.342	42	2.6-3.0	58
1.084-1.092	11	1.209-1.217	27	1.343-1.350	43	3.1-3.4	59
1.093-1.1	12	1.218-1.225	28	1.349-1.358	44	3.5-4.0	60
1.101-1.108	13	1.226-1.233	29	1.359-1.367	45		
1.109-1.115	14	1.234-1.242	30	1.368-1.375	46		
1.116-1.123	15	1.243-1.250	31	1.376-1.383	47		

Roosevelt UFSD
Roosevelt, New York 11575

TEACHER IMPROVEMENT PLAN

<u>Teacher Name:</u>
<u>Subject:</u>
<u>Administrator Name (Preparer):</u>
<u>Date:</u>

<u>Reasons for Action (TIP):</u>

<u>Purpose of the Plan:</u>

<u>Description of Performance Resulting in TIP:</u>
--

1. <u>TARGETED GOALS: AREAS FOR IMPROVEMENT</u>
1. Planning and Preparation for Learning:
2. Classroom Management:
3. Delivery of Instruction:
4. Monitoring, Assessment, and Follow-up:
5. Family and Community Outreach:
6. Professional Responsibilities:

2. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section 1

3. RECOMMENDED ACTIVITIES

List of specific activities related to targeted goals identified in Section 1

4. RECOMMENDED RESOURCES

5. EVIDENCE OF ACHIEVEMENT

6. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

Signatures:

Administrator/Date

Teacher/Date

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	6	45.71%	45.71% to 53.32%
	7	53.33%	53.33% to 60.94%
	8	60.95%	60.95% to 68.56%
Effective	9	68.57%	68.57% to 71.42%
	10	71.43%	71.43% to 74.28%
	11	74.29%	74.29% to 77.13%
	12	77.14%	77.14% to 79.99%
	13	80.00%	80.00% to 82.85%
	14	82.86%	82.86% to 85.70%
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HEDI Calculator

HEDI Calculator	SLO Target or		HEDI score	HEDI Points Awarded	
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SLO 5					0.0
SLO 6					0.0
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For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

See other tab for 15 pt variable calculator.

HEDI Translation Template for Local Scores Counting as 15% of Composite

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the green boxes.

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HEDI Anchor Point - 8 to 13

11

Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range	
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Developing	3	21.09%	21.09%	to 28.12%
	4	28.13%	28.13%	to 35.15%
	5	35.16%	35.16%	to 42.18%
	6	42.19%	42.19%	to 49.21%
	7	49.22%	49.22%	to 56.24%
Effective	8	56.25%	56.25%	to 62.49%
	9	62.50%	62.50%	to 68.74%
	10	68.75%	68.75%	to 74.99%
	11	75.00%	75.00%	to 81.24%
	12	81.25%	81.25%	to 87.49%
	13	87.50%	87.50%	to 93.74%
Highly Effective	14	93.75%	93.75%	to 96.87%
	15	100.00%	96.88%	to 100.00%

HEDI Calculator

HEDI Calculator	Number of students	SLO Target or		HEDI score	HEDI Points Awarded
		Percent Mastery Selected	Percent Mastery Achieved		
SLO 1	30	90%	92	14	5.7
SLO 2	21	65%	70	14	4.0
SLO 3	23	80%	78	12	3.7
SLO 4					0.0
SLO 5					0.0
SLO 6					0.0
Total	74				13.4

Calculated values are printed in red.

This template translates a percent mastery achieved into a HEDI score. Each translation is based on the target required and the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 11, there are four equal steps to 100%. Thus, all steps in the "Highly Effective" and "Effective" ranges represent 1/4 of the difference between the Anchor Point and 100%.

HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0 to 7) in these ranges. Each step is diminished by 1/8th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

Principals Rubrics and Score Charts, APPR 2012-13

HEDI Ratings for Locally-Selected Measures Middle School/Elementary School, Measures 1 through 4 (REVISED November 30):

Point bands are based on District expectations for no less than a 3 point increase as a target measure for the Locally-Selected Measure indicated. The 3.0 is the lowest extent of the Effective range. The actual measure is aligned incrementally with the HEDI Ratings band both above and below the low-Effective score of 3.0. (See color coded chart below.)

Level	Actual Increase in % of students, Measures 1 through 4	HEDI Points
Ineffective	≤ 1.9	0-2
Developing	2.0 – 2.9	3-7
Effective	3.0 – 3.9	8-13
Highly Effective	≥ 4.0	14-15

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
4.6+	4.0-4.5	3.9	3.8	3.6-3.7	3.4-3.5	3.2-3.3	3.0-3.1	2.9-2.8	2.6-2.7	2.4-2.5	2.2-2.3	2.0-2.1	1.9-1.5	1.0-1.4	.9 and below

The HEDI score for measures 1 and 2 will be combined with the HEDI score for measures 3 and 4, averaged, and rounded to the nearest whole number.

HEDI Ratings for Locally-Selected Measures, High School Principal, Measures 1 and 2 (REVISED November 30):

Point bands are based on District expectations for no less than a 3 point increase as a target measure for the Locally-Selected Measure indicated. The 3.0 is the lowest extent of the Effective range. The actual measure is aligned incrementally with the HEDI Ratings band both above and below the low-Effective score of 3.0. (See color coded chart below.)

Level	Actual Increase in % of students, Measures 1 and 2	HEDI Points
Ineffective	≤ 1.9	0-2
Developing	2.0 – 2.9	3-7
Effective	3.0 – 3.9	8-13
Highly Effective	≥ 4.0	14-15

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
4.6+	4.0-4.5	3.9	3.8	3.6-3.7	3.4-3.5	3.2-3.3	3.0-3.1	2.9-2.8	2.6-2.7	2.4-2.5	2.2-2.3	2.0-2.1	1.9-1.5	1.0-1.4	.9 and below

The HEDI score for measures 1 and 2 will be combined with the HEDI score for measures 3 and 4, averaged, and rounded to the nearest whole number.

HEDI Ratings for Locally-Selected Measures, High School Principal, Measures 3 and 4 (REVISED November 30):

The target measure for Measures 3 and 4 for the Locally-Selected Measures component of the Principal APPR will be derived from the NYSED District Report Card indicated Effective Annual Measure Objective (AMO) and/or Safe Harbor Target. ELA, the Effective AMO for 2010-11 is 175 and the Safe Harbor Target for 2011-12 is 171. The Effective range for the high school principal for this measure is inclusive of these two numbers. Target measures are aligned with the projected Effective AMO for both ELA and Math for the school year 2012-13.

Student Growth Measure: Student performance measured by Performance Index (PI) as compared to the Annual Measurable Objective (AMO).				
HEDI Ratings	HEDI Points	Growth Measures	Target Measure (Performance Index Goals)	
			Measure3 ELA	Measure4 Math
Highly Effective	14-15	Well-above District expectations	178 or above	178 or above
Effective	8-13	Meets District expectations	169-177	169-177
Developing	3-7	Below District expectations	163-168	163-168
Ineffective	0-2	Well-below District expectations	162 or below	162 or below

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
182 +	178-181	177	176	174-175	172-173	170-171	169	168	167	165-166	164	163	162	161	160 - below

The HEDI score for measures 1 and 2 will be combined with the HEDI score for measures 3 and 4, averaged, and rounded to the nearest whole number.

Roosevelt UFSD: HEDI Scoring Range for the Kim Marshall Principal Evaluation Rubric

Table 1: Other Effective Measures, Marshall Domains and Criteria that apply to all Principals- Formal Observations and Portfolio Assessment:

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Curriculum and Data
- D. Supervision and Professional Development
- E. Discipline and Family Involvement
- F. Management and External Relations

Other Measures of Effectiveness	
Observation and Other Measures	Subcomponent Point Range
Formal Observation	40
Portfolio Assessment	20
<i>Total Composite Score</i>	<i>60</i>

Table 2: Score Range for each Criteria of the Kim Marshall Principal Evaluation Rubric:

	Domain	Points
Criteria	Highly Effective	4
	Effective	3
	Developing	2
	Ineffective	1

APPR HEDI Rubric and Score Range for *Other Measures of Effectiveness*

Based on the Kim Marshall Principal Evaluation Rubric, 6 Domains each consisting of 10 Criteria

Overall Rubric Score	Rating Category	0-60 point distribution by rating category
1-1.8	Ineffective	0-49
1.9-2.8	Developing	50-56
2.9-3.6	Effective	57-58
3.7-4.0	Highly Effective	59-60

Criteria Points (average)	HEDI Points						
1	0	1.256-1.271	16	1.512-1.527	32	1.769-1.784	48
1.01-1.026	1	1.272-1.287	17	1.528-1.543	33	1.785-1.8	49
1.027-1.043	2	1.288-1.303	18	1.544-1.559	34	1.9-2.19	50
1.044-1.06	3	1.304-1.319	19	1.560-1.575	35	2.20-2.29	51
1.061-1.077	4	1.320-1.335	20	1.576-1.591	36	2.30-2.39	52
1.078-1.094	5	1.336-1.351	21	1.592-1.607	37	2.40-2.49	53
1.095-1.11	6	1.352-1.367	22	1.608-1.623	38	2.50-2.59	54
1.111-1.127	7	1.368-1.383	23	1.624-1.639	39	2.60-2.69	55
1.128-1.143	8	1.384-1.399	24	1.640-1.655	40	2.7-2.8	56
1.144-1.159	9	1.4-1.415	25	1.656-1.672	41	2.81-3.59	57
1.16-1.175	10	1.416-1.431	26	1.673-1.688	42	3.6	58
1.176-1.191	11	1.432-1.447	27	1.689-1.704	43	3.61-3.99	59
1.192-1.207	12	1.448-1.463	28	1.705-1.720	44	4.0	60
1.208-1.223	13	1.464-1.479	29	1.721-1.736	45		
1.224-1.239	14	1.480-1.495	30	1.737-1.752	46		
1.240-1.255	15	1.496-1.511	31	1.753-1.768	47		

Roosevelt UFSD
Roosevelt, New York 11575

PRINCIPAL IMPROVEMENT PLAN

<u>Principal Name:</u>
<u>Subject:</u>
<u>Administrator Name</u> <u>(Superintendent or Designee):</u>
<u>Date:</u>

<u>Reasons for Action (PIP):</u>

<u>Purpose of the Plan:</u>

<u>Description of Performance Resulting in PIP:</u>
--

1. <u>TARGETED GOALS: AREAS FOR IMPROVEMENT</u>
1. Diagnosis and Planning:
2. Priority Management and Communication:
3. Curriculum and Data:
4. Supervision and Professional Development:
5. Discipline and Parental Involvement:
6. Management and External Relations:

2. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section 1

3. RECOMMENDED ACTIVITIES

List of specific activities related to targeted goals identified in Section 1

4. RECOMMENDED RESOURCES

5. EVIDENCE OF ACHIEVEMENT

6. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

Signatures:

Superintendent/Date

Principal/Date

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

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

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

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

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

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

Signatures, dates

Superintendent Signature:

Date:

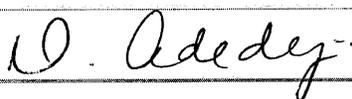
10/9/12



Teachers Union President Signature:

Date:

10/9/12



Administrative Union President Signature:

Date:

10/10/12



Board of Education President Signature:

Date:

10-9-12

