



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 19, 2012

Anthony Annunziato, Superintendent
Smithtown Central School District
26 New York Avenue
Smithtown, NY 11787

Dear Superintendent Annunziato:

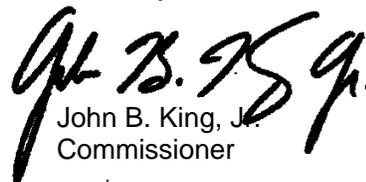
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

c: Tom Rogers

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Thursday, August 23, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

580801060000

1.2) School District Name:

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

SMITHTOWN CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 03, 2012

Updated Tuesday, September 11, 2012

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) ELA
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) ELA
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	For Measures of Academic Progress (Primary Grades) ELA: To assign teachers to HEDI categories, we will assume a normal
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale.

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

For Grade 3 State Assessment:

Highly Effective: Greater than or equal to 90% of student targets being met

Effective: 68.57-89.99% of student targets being met.

Developing: 22.86 - 68.56% of student targets being met

Ineffective: Less than 22.86% of student targets being met

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

For Measures of Academic Progress (Primary Grades) ELA: Within the category of Highly Effective, for those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 3 Assessment: Within the category of Highly Effective are those teachers who have 90 -100% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Primary Grades) ELA: Within the category of Effective, for those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 3 Assessment: Within the category of Effective are those teachers who have 68.57% -88% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Primary Grades) ELA: Within the category of Developing, for those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The

specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 3 Assessment: Within the category of Developing are those teachers who have 22.86% -60.95% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Primary Grades) ELA: Within the category of Ineffective, for those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 3 Assessment: Within the category of Ineffective are those teachers who have 0% -22.85% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) Math
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) Math
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For Measures of Academic Progress (Primary Grades) Math: To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale.

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

For Grade 3 State Assessment:

Highly Effective: Greater than or equal to 90% of student targets being met

Effective: 68.57-89.99% of student targets being met.

Developing: 22.86 - 68.56% of student targets being met

Ineffective: Less than 22.86% of student targets being met

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

For Measures of Academic Progress (Primary Grades) Math: Within the category of Highly Effective, for those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 3 Assessment: Within the category of Highly Effective are those teachers who have 90 -100% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Primary Grades) Math: Within the category of Effective, for those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 3 Assessment: Within the category of Effective are those teachers who have 68.57% -88% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Primary Grades) Math: Within the category of Developing, for those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 3 Assessment: Within the category of Developing are those teachers who have 22.86% -60.95% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Primary Grades) Math: Within the category of Ineffective, for those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 3 Assessment: Within the category of Ineffective are those teachers who have 0% -22.85% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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	State-approved 3rd party assessment	Measures of Academic Progress (Science)
7	State-approved 3rd party assessment	Measures of Academic Progress (Science)

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

For Measures of Academic Progress (Science): Within the category of Highly Effective, for those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale.

For Grade 8 Assessment: Within the category of Highly Effective are those teachers who have 90 -100% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Highly Effective, for those teachers who fall at

greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 8 Assessment: Within the category of Highly Effective are those teachers who have 90 -100% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Effective, for those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 8 Assessment: Within the category of Effective are those teachers who have 68.57% -88% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Developing, for those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 8 Assessment: Within the category of Developing are those teachers who have 22.86% -60.95% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Ineffective, for those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 8 Assessment: Within the category of Ineffective are those teachers who have 0% -22.85% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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	Grade 6 locally developed Social Studies Final
7	District, regional or BOCES-developed assessment	Grade 7 locally developed Social Studies Final
8	District, regional or BOCES-developed assessment	Grade 8 locally developed Social Studies Final

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Student targets will be established using baseline data from locally developed assessments based on the appropriate NYS and Common Core Standards.</p> <p>To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to 90% of student targets being met</p> <p>Effective: 68.57-89.99% of student targets being met.</p> <p>Developing: 22.86 - 68.56% of student targets being met</p> <p>Ineffective: Less than 22.86% of student targets being met</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, for those teachers who have greater than or equal to 90% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, for those teachers who have 68.57% - 89.99% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, for those teachers who have 22.86% -68.56% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Within the category of Ineffective, for those teachers who have less than 22.86% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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	Global 1 locally developed Final Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student targets will be established using baseline data from locally developed assessments and/or the NYS Regents Exams based on the appropriate NYS and Common Core Standards. To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to 90% of student targets being met Effective: 68.57-89.99% of student targets being met. Developing: 22.86 - 68.56% of student targets being met Ineffective: Less than 22.86% of student targets being met
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, for those teachers who have greater than or equal to 90% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, for those teachers who have 68.57% - 89.99% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, for those teachers who have 22.86% -68.56% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Within the category of Ineffective, for those teachers who have less than 22.86% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment

Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student targets will be established using baseline data from locally developed assessments and/or the NYS Regents Exams based on the appropriate NYS and Common Core Standards. To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to 90% of student targets being met Effective: 68.57-89.99% of student targets being met. Developing: 22.86 - 68.56% of student targets being met Ineffective: Less than 22.86% of student targets being met
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, for those teachers who have greater than or equal to 90% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, for those teachers who have 68.57% - 89.99% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, for those teachers who have 22.86% -68.56% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Within the category of Ineffective, for those teachers who have less than 22.86% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

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

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

Student targets will be established using baseline data from locally developed assessments and/or the NYS Regents Exams based on the appropriate NYS and Common Core Standards. To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to 90% of student targets being met

Effective: 68.57-89.99% of student targets being met.

Developing: 22.86 - 68.56% of student targets being met

Ineffective: Less than 22.86% of student targets being met

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

Within the category of Highly Effective, for those teachers who have greater than or equal to 90% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

Within the category of Effective, for those teachers who have 68.57% - 89.99% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

Within the category of Developing, for those teachers who have 22.86% -68.56% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

Within the category of Ineffective, for those teachers who have less than 22.86% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 11 ELA	Regents assessment	Regents assessment

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

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

For Measures of Academic Progress (ELA): To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale.

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

For Grade 11 ELA: Student targets will be established using baseline data from locally developed assessments and/or the NYS Regents Exams based on the appropriate NYS and Common Core Standards.

To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to 90% of student targets being met

Effective: 68.57-89.99% of student targets being met.

Developing: 22.86 - 68.56% of student targets being met

Ineffective: Less than 22.86% of student targets being met

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

For Measures of Academic Progress (ELA): Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 11 ELA Regents: Within the category of Highly Effective, for those teachers who have greater than or equal to 90% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (ELA): Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 11 ELA Regents: Within the category of Effective, for those teachers who have 68.57% - 89.99% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (ELA): Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 11 ELA Regents: Within the category of Developing, for those teachers who have 22.86% -68.56% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (ELA): Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 11 ELA Regents: Within the category of Ineffective, for those teachers who have less than 22.86% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
K-5 Art	School/BOCES-wide/group/team results based on State	ELA State Assessment Results
K-12 Reading	School/BOCES-wide/group/team results based on State	ELA State Assessment Results
K - 5 Library	School/BOCES-wide/group/team results based on State	ELA State Assessment Results
All other subjects/courses not mentioned above	District, Regional or BOCES-developed	Smithtown Central School District developed, grade level and course/subject specific assessments, based on appropriate NYS and/or Common Core Standards

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Student targets will be established using baseline data from locally developed assessments based on the appropriate NYS and Common Core Standards. To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to 90% of student targets being met Effective: 68.57-89.99% of student targets being met. Developing: 22.86 - 68.56% of student targets being met Ineffective: Less than 22.86% of student targets being met</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Within the category of Highly Effective, for those teachers who have greater than or equal to 90% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Within the category of Effective, for those teachers who have 68.57% - 89.99% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Within the category of Developing, for those teachers who have 22.86% -68.56% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Within the category of Ineffective, for those teachers who have less than 22.86% of their student targets being met, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rtt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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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.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</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>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.</p>

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (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.	To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades) ELA
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades) ELA
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades) ELA
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For grades K – 2, grade level (school wide) achievement targets will be established using baseline data from the fall administration of the Measures of Academic Progress (Primary Grades) ELA. The baseline data will measure the district’s performance against the national performance for the fall administration. The target is to maintain or improve the district’s performance relative to the national performance, using a percentile measure, for the spring administration. HEDI scores will be established for teachers according to the attached Local Achievement Measure Chart.</p> <p>For grade 3, student growth will be measured using baseline and target data from the fall administration of the Measures of Academic Progress (ELA).</p> <p>To assign teachers in grade 3 to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories as detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average</p>
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and greater than or equal to -2.1 standard deviations below average
 Ineffective: Less than -2.1 standard deviations below average

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

Highly Effective: For grades K – 2 - If the spring percentile increases 6 percent or more over the fall administration, the teachers will be deemed highly effective, as per the attached Local Achievement Measure HEDI Distribution chart. For grade 3 -Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart

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

Effective: For grades K – 2 - If the spring percentile is within 5 percent of the fall administration, teachers will be deemed effective, as per the attached Local Achievement Measure HEDI Distribution chart. For grade 3 - Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart

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

Developing: For grades K – 2 - If the percentile is 6 to 11 percentage points below the fall administration, teachers will be deemed developing, as per the attached Local Achievement Measure HEDI Distribution chart. For grade 3 - Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart

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

Ineffective: For grades K – 2 - If the percentile is 12 percentage points or more below the fall administration, teachers will be deemed ineffective, as per the attached Local Achievement Measure HEDI Distribution chart. For grade 3 – Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades) Math

1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades) Math
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades) Math
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

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

For grades K – 2, grade level (school wide) achievement targets will be established using baseline data from the fall administration of the Measures of Academic Progress (Primary Grades) Math. The baseline data will measure the district’s performance against the national performance for the fall administration. The target is to maintain or improve the district’s performance relative to the national performance, using a percentile measure, for the spring administration. HEDI scores will be established for teachers according to the attached Local Achievement Measure Chart.

For grade 3, student growth will be measured using baseline and target data from the fall administration of the Measures of Academic Progress (Math).

To assign teachers in grade 3 to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories as detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective: Less than -2.1 standard deviations below average
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective: For grades K – 2 - If the spring percentile increases 6 percent or more over the fall administration, the teachers will be deemed highly effective, as per the attached Local Achievement Measure HEDI Distribution chart. For grade 3 -Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective: For grades K – 2 - If the spring percentile is within 5 percent of the fall administration, teachers will be deemed effective, as per the attached Local Achievement Measure HEDI Distribution chart. For grade 3 -Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing: For grades K – 2 - If the percentile is 6 to 11 percentage points below the fall administration, teachers will be deemed developing, as per the attached Local Achievement Measure HEDI Distribution chart. For grade 3 - Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart.
	Ineffective: For grades K – 2 - If the percentile is 12 percentage points or more below the fall administration, teachers will be deemed ineffective, as per the attached Local Achievement Measure HEDI Distribution chart. For grade 3 –Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attached NWEA Conditional Growth Index HEDI Distribution Chart.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Grade 6 locally developed Science Final Exam
7	5) District, regional, or BOCES–developed assessments	Grade 7 locally developed Science Final Exam
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)

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.

For Measures of Academic Progress (Science): To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13)

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

Ineffective: Less than -2.1 standard deviations below average

For District Assessments: Student targets will be established using baseline data from locally developed assessments based on the appropriate NYS and Common Core Standards. To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to 90% of student targets being met

Effective: 68.57% - 89.99% of student targets being met

Developing: 22.86 - 68.56% of student targets being met

Ineffective: Less than 22.86% of student targets being met

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

For Measures of Academic Progress (Science): Within the category of Highly Effective, for those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 6 and 7 District Assessments: Within the category of Highly Effective are those teachers who have 90 -100% of their student

targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Effective, for those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 6 and 7 District Assessments: Within the category of Effective are those teachers who have 68.57% -88% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Developing, for those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
 For Grade 6 and 7 District Assessments: Within the category of Developing are those teachers who have 22.86% -60.95% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Ineffective, for those teachers who fall at less than -.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
 For Grade 6 and 7 District Assessments: Within the category of Ineffective are those teachers who have 0% - 22.85% of their student targets being met. We further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grade 6 locally developed Social Studies Final Exam
7	6(ii) School wide measure computed locally	Grade 7 locally developed Social Studies Final Exam
8	6(ii) School wide measure computed locally	Grade 8 locally developed Social Studies Final Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

Grade level (school wide) achievement targets will be established using baseline data from locally developed

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	assessments based on the appropriate NYS and Common Core Standards. To assign the teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to 90% of the grade level meets the grade level target Effective: 68.57% - 89.99% of the grade level meets the grade level target Developing: 22.86 - 68.56% of the grade level meets the grade level target Ineffective: Less than 22.86% of the grade level meets the grade level target
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, if greater than or equal to 90% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, if 68.57% - 89.99% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, if 22.86% - 68.56% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, if less than 28.6% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Global 1 locally developed Final Exam
Global 2	6(ii) School wide measure computed locally	Global 2 Regents Exam
American History	6(ii) School wide measure computed locally	American History Regents Exam

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Grade level (school wide) achievement targets will be established using baseline data from locally developed assessments based on the appropriate NYS and Common Core Standards.</p> <p>To assign the teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to 90% of the grade level meets the grade level target Effective: 68.57% - 89.99% of the grade level meets the grade level target Developing: 22.86 - 68.56% of the grade level meets the grade level target Ineffective: Less than 22.86% of the grade level meets the grade level target</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, if greater than or equal to 90% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, if 68.57% - 89.99% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, if 22.86% - 68.56% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Ineffective, if less than 28.6% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.</p>

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
Earth Science	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
Chemistry	6(ii) School wide measure computed locally	Chemistry Regents Exam
Physics	6(ii) School wide measure computed locally	Physics Regents Exam

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For Measures of Academic Progress (Science): To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</p> <p>For Chemistry and Physics: Grade level (school wide) achievement targets will be established using baseline data from locally developed assessments based on the appropriate NYS and Common Core Standards. To assign the teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to 90% of the grade level meets the grade level achievement target Effective: 68.57% - 89.99% of the grade level meets the grade level achievement target Developing: 22.86% - 68.56% of the grade level meets the grade level achievement target Ineffective: Less than 22.86% of the grade level meets the grade level achievement target</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Measures of Academic Progress (Science): Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.</p>

For Chemistry and Physics: Within the category of Highly Effective, if greater than or equal to 90% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Chemistry and Physics: Within the category of Developing, if 22.86% - 68.56% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Chemistry and Physics: Within the category of Effective, if 68.57% - 89.99% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (Science): Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Chemistry and Physics: Within the category of Ineffective, if less than 28.6% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

3.10) High School Math

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

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

Locally-Selected Measure from List of Approved Measures Assessment

Algebra 1	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Geometry	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	ELA Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	ELA Regents Exam
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For Measures of Academic Progress (ELA): To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</p> <p>For Grade 9 and 10 ELA: Grade level (school wide) achievement targets for results on the ELA Regents exam will be established using baseline data from locally developed assessments based on the appropriate NYS and Common Core Standards.</p> <p>To assign the teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to 90% of the grade level meets the grade level target Effective: 68.57% - 89.99% of the grade level meets the grade level target Developing: 22.86 - 68.56% of the grade level meets the grade level target Ineffective: Less than 22.86% of the grade level meets the grade level target</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For Measures of Academic Progress (ELA): Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.</p>

For Grade 9 and 10 ELA: Within the category of Highly Effective, if greater than or equal to 90% of the grade level meets the grade level (school wide) achievement target on the ELA Regents Exam, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (ELA): Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 9 and 10 ELA: Within the category of Effective, if 68.57% - 89.99% of the grade level meets the grade level (school wide) achievement target on the ELA Regents Exam, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (ELA): Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 9 and 10 ELA: Within the category of Developing, if 22.86% - 68.56% of the grade level meets the grade level (school wide) achievement target on the ELA Regents Exam, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

For Measures of Academic Progress (ELA): Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

For Grade 9 and 10 ELA: Within the category of Ineffective, if less than 28.6% of the grade level meets the grade level (school wide) achievement target on the ELA Regents Exam, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
-------------------------	---------------------------------------------------------	------------

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

Within the category of Ineffective, if less than 28.6% of the grade level meets the grade level (school wide) achievement target, the point distribution is further divided to determine specific points. The specific point breakdown, with upper and lower bounds denoted in percentages, is detailed on the attachment.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124403-y92vNseFa4/Four Conversion Charts for Resubmission of APPR 3.doc

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

For K - 5 teachers, Measures of Academic Progress (ELA) and Measures of Academic Progress (Math) HEDI scores will be averaged. For 6 - 12 teachers, HEDI scores will be determined by proportionately weighing each HEDI score based on the number of students used to determine each HEDI score.

For example, a high school teacher may have a local measure in both Algebra and Geometry. If this teacher has 60 students in Algebra and 85 students in Geometry, for a total of 145 students, the local measure will be calculated in the following way:

The local measure for Algebra will result in a HEDI score from 0 to 20. The local measure for Geometry will also result in a HEDI score from 0 to 20. To find the single combined HEDI score, we will take the Algebra HEDI score multiplied by (60/145) and add to it the Geometry HEDI score multiplied by (85/145).

Every score, including 0, is attainable on the attached HEDI chart.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent. Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 03, 2012

Updated Monday, July 09, 2012

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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.)

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Early Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

NYS Teaching Standards 1 - 4 will be assessed by the evidence collected and documented based on the NYSUT Rubric performance indicators through the observation process. (Standard 1 = 10 points, Standard 2 = 10 points, Standard 3 = 15 points, Standard 4 = 10 points, for a total of 45 points.) Standards 5, 6 and 7 will be assessed through structured reviews of lesson plans, student portfolios, teacher artifacts, professional development for a total of 15 points (5 points per standard).

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.

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

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Teachers will be evaluated based on the seven New York State Teaching Standards and the performance indicators as described by the NYSUT rubric. The performance indicators will be evaluated per the NYSUT rubric on a scale of 1 - 4 and an average of performance indicators within a Standard will determine the number of points each teacher earns per Standard. The sum total points for Standards 1 through 7 will determine placement in the HEDI bands. A highly effective teacher will earn 59 - 60 points.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Teachers will be evaluated based on the seven New York State Teaching Standards and the performance indicators as described by the NYSUT rubric. The performance indicators will be evaluated per the NYSUT rubric on a scale of 1 - 4 and an average of performance indicators within a Standard will determine the number of points each teacher earns per Standard. The sum total points for Standards 1 through 7 will determine placement in the HEDI bands. An effective teacher will earn 57 - 58 points.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Teachers will be evaluated based on the seven New York State Teaching Standards and the performance indicators as described by the NYSUT rubric. The performance indicators will be evaluated per the NYSUT rubric on a scale of 1 - 4 and an average of performance indicators within a Standard will determine the number of points each teacher earns per Standard. The sum total points for Standards 1 through 7 will determine placement in the HEDI bands. A developing teacher will earn 50 - 56 points.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Teachers will be evaluated based on the seven New York State Teaching Standards and the performance indicators as described by the NYSUT rubric. The performance indicators will be evaluated per the NYSUT rubric on a scale of 1 - 4 and an average of performance indicators within a Standard will determine the number of points each teacher earns per Standard. The sum total points for Standards 1 through 7 will determine placement in the HEDI bands. An ineffective teacher will earn 0 - 49 points.</p>

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Monday, July 09, 2012

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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.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 03, 2012

Updated Tuesday, July 17, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/124409-Df0w3Xx5v6/TIP.doc>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following procedure is the exclusive means for initiating; reviewing, and resolving disputes and appeals related to a teacher's Performance Review and/or Improvement Plan.

A probationary teacher who receives an effectiveness composite score rating of "ineffective" may appeal his or her performance review. Ratings of "highly effective," "effective," or "developing" cannot be appealed by probationary teachers.

A tenured teacher who receives an effectiveness composite score rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed by tenured teachers.

What may be challenged in an appeal: Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

- 1. the school district's adherence to the standards, and methodologies required for such reviews, pursuant to Education Law §3012-c; and,*
- 2. the adherence to the Commissioner's regulations, as applicable to such reviews; and,*
- 3. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and,*
- 4. the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.*

A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Appeals concerning a teacher's performance review must be filed no later than ten (10) school days of the date when the teacher receives his/her final composite rating. If an educator receives his/her composite effectiveness score over summer vacation, the educator will have until the tenth (10th) working day of the new school year to file an appeal.

A teacher wishing to initiate an appeal, must submit, in writing, to the Superintendent, a detailed description of the precise point(s) of disagreement over his/her performance review, along with any and all documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

A recommendation will be rendered by a three person review panel for an appeal concerning a teacher's performance review. Working jointly, the Superintendent and the STA president will appoint a panel comprised of the superintendent's designee, one panelist chosen by the STA, and one mutually agreed upon panelist. No member of the panel shall be from the same building as the appellant. All costs associated with training of panelist shall be borne by the District. Costs associated with the mutually agreed upon panelist conducting each appeal shall be equally borne by the Association and the District. No additional compensation shall be provided for the District and Association representatives that serve on this panel. The panel shall issue a written recommendation of the merits of the appeal no later than fifteen (15) calendar days from the date when the teacher filed his/her appeal.

The review panel's written recommendation shall be forwarded to the Superintendent. The Superintendent will have seven (7) calendar days to render a decision based on the written recommendation of the review panel. The determination of the Superintendent shall be final. However, the failure of either party to abide by the above-agreed upon process shall be subject to the grievance procedure.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Lead evaluators will be trained as per Education Law Section 3012c by attending trainings as offered to Network Team members by NYSED, by attending turnkey trainings as offered by a local BOCES, and/or by attending District provided training. Refresher training will be offered annually. Newly hired administrators who are to evaluate teachers will need to provide assurance of certification as a lead evaluator from a previous District and/or will be required to attend turnkey and/or refresher trainings as offered by NYSED, BOCES or the District. Trainings as per 3012c will include inter-rater reliability training (evidence based observations). Training will be ongoing until all required facets of training have been satisfied. Refresher training will occur annually.

The following is a representative, not all-inclusive, list of training dates on the 9 below listed required elements (section 11.5) that have taken place to date:

November 2, 9, 16, 2011

January 18, 2012

March 1 and 29, 2012

May 11, 21 and 25, 2012 - Student Learning Objectives

August 27, 2012 - scheduled

June 2, 2011

February 29, 2012

March 7, 2012

April 24, 2012

June 20 and 21, 2012

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 03, 2012

Updated Thursday, July 05, 2012

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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.

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

associated with the controls or adjustments.

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

Not applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, May 03, 2012

Updated Thursday, September 13, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades) ELA and Measures of Academic Progress (Primary Grades) Math and Measures of Academic Progress (ELA) and Measures of Academic Progress (Math)
6 - 8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA) and Measures of Academic Progress (Math)
9 - 12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA) and Measures of Academic Progress (Math)

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

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

<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>To assign principals to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign principals to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those principals who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those principals who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those principals who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those principals who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed on the attachment.

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

(No response)

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

assets/survey-uploads/5366/124413-qBFVOWF7fC/NWEA HEDI Dist Chart 15 & 20 pts for submission 3.doc

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

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

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

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

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

whose performance levels on State assessments are proficient or advanced)

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Not Applicable		

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
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Principals will receive a Conditional Growth Index (CGI) Score for their students' results on the Measures of Academic Progress (ELA) and the Measures of Academic Progress (Math) assessments. These CGI scores will be added together and divided by two. The result will indicate the principal's placement on the HEDI scale as per the attached distribution chart. For example, if the principal's CGI score for math is .299 and the principal's CGI score for ELA is .35, the average CGI is .33. This would give that principal a local measure score of 15 (effective) on the HEDI chart.

Every score, including 0, is attainable on the HEDI chart.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check

8.5) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances	Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances	Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances	Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances	If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances	Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Thursday, May 03, 2012

Updated Friday, July 06, 2012

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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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The MDPPR consists of six ISSLIC domains that contain 31 sub-domains. Each sub-domain will be assigned points as follows: 0 (ineffective), 2 (developing), 3 (effective), 4 (highly effective). Principals will be required to submit mutually agreed upon documents and artifacts to the evaluator for purposes of evaluating those sub-domains that cannot be evaluated based on a visit/observation. The "other measures" point total out of 60 will be arrived at by adding the total of the sub-domain points (maximum of 120). A conversion chart will be used to convert the raw score ranges to a point value out of 60.

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

assets/survey-uploads/5143/124415-pMADJ4gk6R/60 point conversion chart for principals.doc

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

Highly Effective: Overall performance and results exceed standards.	Principals whose raw score conversion as described above falls between 110 and 120 points, will receive 59 - 60 points and be considered highly effective in the "other measures" portion of the APPR.
Effective: Overall performance and results meet standards.	Principals whose raw score conversion as described above falls between 74 and 109 points, will receive 54 - 58 points and be considered effective in the "other measures" portion of the APPR.
Developing: Overall performance and results need improvement in order to meet standards.	Principals whose raw score conversion as described above falls between 44 and 73 points, will receive 40 - 53 points and be considered developing in the "other measures" portion of the APPR.
Ineffective: Overall performance and results do not meet standards.	Principals whose raw score conversion as described above falls between 0 and 43 points, will receive 0 - 39 points and be considered ineffective in the "other measures" portion of the APPR.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	54 - 58
Developing	40 - 53

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 Thursday, May 03, 2012

Updated Friday, July 06, 2012

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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.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59 - 60
Effective	54 - 58
Developing	40 - 53
Ineffective	0 - 39

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, May 03, 2012

Updated Tuesday, July 17, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/124417-Df0w3Xx5v6/PIP.doc>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. Any principal who receives an ineffective or developing rating on their annual total composite APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools and/or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as

prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the principal or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

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

E. If not satisfied by the preliminary decision the principal may within three (3) school days request a further appeal to a panel that is to consist of a designee chosen by the Administrative Association, a designee chosen by the Superintendent (cannot be the person who evaluated or who heard the initial appeal) and a mutually agreed upon retired school administrator. The cost of the retired administrator shall be born equally by both parties and shall be no greater than prevailing arbitration rates.

F. The panel shall review the preliminary decision, the observations/evaluations and the evidence underlying the observations/evaluations of the principal, as well as all other evidence or documentation submitted by the principal and/or the district. The evidence submitted by the parties shall be presented to panel within ten (10) business days. No hearing shall be held by the panel, however, within five (5) business days of receipt of the appeal the panel may request written clarification or additional evidence be submitted by the parties. Additional evidence must be submitted with 5 business days from receipt of the request. Upon review of the documentation submitted the panel shall within ten (10) business days of receipt of the appeal or the additional evidence, whichever is later, issue a majority advisory opinion, in writing, that may recommend upholding, reversing, or modifying the preliminary determination, as well as, provide recommendations, including but not limited to, adjustments to the principal improvement plan or other corrective actions. The written decision shall be comprehensive and contain a rationale that is supported by facts. The panel’s advisory recommendation shall be transmitted to the Superintendent and Appellant upon completion. The Superintendent shall consider the recommendation of the panel and shall issue a written decision within ten (10) business days thereof. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective or developing annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or Article 75.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Principal evaluators will be trained as per Education Law Section 3012c by attending trainings as offered to Network Team members by NYSED, by attending turnkey trainings as offered by a local BOCES, and/or by attending District provided training. Refresher training will be offered annually. Newly hired administrators who are to evaluate principals will need to provide assurance of certification as a principal evaluator from a previous District and/or will be required to attend turnkey and/or refresher trainings as offered by NYSED, BOCES or the District. Trainings as per 3012c will include inter-rater reliability training (evidence based observations). Training will be ongoing until all required facets of training have been satisfied. Refresher training will occur annually.

The following is a representative, not all-inclusive, list of training dates on the 9 below listed required elements (section 11.5) that have taken place to date:

November 2, 9, 16, 2011

January 18, 2012

March 1 and 29, 2012

May 11, 21 and 25, 2012 - Student Learning Objectives

August 27, 2012 - scheduled

Western Suffolk BOCES:

June 2, 2011

February 29, 2012

March 7, 2012

April 24, 2012

June 20 and 21, 2012

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, May 08, 2012

Updated Thursday, September 13, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/126616-3Uqgn5g9Iu/Signature Page for Submission 3.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

5 Point Conversion Table
(For Standards 5, 6 and 7)

Total Average Rubric Score	Conversion score for composite
1	0
1.01-1.20	1
1.21-1.40	2
1.41-1.60	3
1.61-1.99	4
2.00-4.00	5

10 Point Conversion Table
(For Standards 1, 2 and 4)

Total Average Rubric Score	Conversion score for composite
1	0
1.01-1.10	1
1.11-1.20	2
1.21-1.30	3
1.31-1.40	4
1.41-1.50	5
1.51-1.60	6
1.61-1.70	7
1.71-1.99	8
2.00-2.99	9
3.00-4.00	10

15 Point Conversion Table
(For Standard 3)

Total Average Rubric Score	Conversion score for composite
1.00	0
1.01-1.03	1
1.04-1.06	2
1.07-1.09	3
1.10-1.14	4
1.15-1.19	5
1.20-1.24	6
1.25-1.29	7
1.30-1.31	8
1.32-1.34	9
1.35-1.37	10
1.38-1.39	11
1.40-1.44	11.5
1.45-1.49	12
1.50-1.54	12.5
1.55-2.44	13
2.45-3.44	14
3.45-4.00	15

The score on each Standard out of 5, 10 or 15 will be added for a result out of 60.

Smithtown Central School District
2012 – 2013
Other Measures (60 points) for Principals

The building principal's end of year evaluation shall consist of a total of up to 120 raw points assigned to the sub-domains of the MDPPR. The principal will receive 0 – 60 points based upon his/her raw score total based on the following conversion scale:

Raw Score	Score out of 60
115 - 120	60
110 - 114	59
100 - 109	58
90 - 99	57
80 - 89	56
77 - 79	55
74 - 76	54
71 - 73	53
69 - 70	52
67 - 68	51
65 - 66	50
63 - 64	49
61 - 62	48
59 - 60	47
57 - 58	46
55 - 56	45
52 - 54	44
50 - 51	43
48 - 49	42
46 - 47	41
44 - 45	40
42 - 43	39
38 - 41	38
0 - 37	= raw score of 0 - 37

Smithtown Central School District
2012 – 2013

SLO and Local Assessment HEDI Conversion Chart

	HEDI Points	SLO Target and Local Target Results	Conversion Ranges for HEDI Categories		
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	73.29%
	11	74.29%	74.29%	to	77.13%
	12	77.14%	77.14%	to	79.99%
	13	80.00%	80.00%	to	81.99%
	14	82.00%	82.00%	to	83.99%
	15	84.00%	84.00%	to	85.99%
	16	86.00%	86.00%	to	87.99%
Highly Effective	17	88.00%	88.00%	to	89.99%
	18	90.00%	90.00%	to	93.33%
	19	93.34%	93.34%	to	96.67%
	20	96.68%	96.68%	to	100.00%

NWEA HEDI Conversion Chart

HEDI Distribution Chart Based on the NWEA Conditional Growth Index (CGI)

HIGHLY EFFECTIVE			EFFECTIVE							DEVELOPING					INEFFECTIVE					
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Conditional Growth Index of 1.3 or higher																				
Conditional Growth Index from 1.1 to 1.299																				
Conditional Growth Index from .9 to 1.099																				
Conditional Growth Index from .7 to .899																				
Conditional Growth Index from .5 to .699																				
Conditional Growth Index from .3 to .499																				
Conditional Growth Index from .1 to .299																				
Conditional Growth Index from -.1 to .099																				
Conditional Growth Index from -.3 to -1.001																				
Conditional Growth Index from -.5 to -.3001																				
Conditional Growth Index from -.7 to -.5001																				
Conditional Growth Index from -.9 to -.7001																				
Conditional Growth Index from -1.1 to -.9001																				
Conditional Growth Index from -1.3 to -1.1001																				
Conditional Growth Index from -1.5 to -1.3001																				
Conditional Growth Index from -1.7 to -1.5001																				
Conditional Growth Index from -1.9 to -.1.7001																				
Conditional Growth Index from -2.1 to -1.9001																				
Conditional Growth Index from -2.3 to -2.1001																				
Conditional Growth Index from -2.5 to -2.3001																				
Conditional Growth Index of -2.5 or less																				

2012-2013

HEDI Distribution Chart (20 pts.)

Based on the NWEA Conditional Growth Index (CGI)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Conditional Growth Index of 1.3 or higher			Conditional Growth Index from .7 to .899									Conditional Growth Index from -1.1 to -.9001					Conditional Growth Index from -2.3 to -2.1001			
Conditional Growth Index from 1.1 to 1.299			Conditional Growth Index from .5 to .699									Conditional Growth Index from -1.3 to -1.1001					Conditional Growth Index from -2.5 to -2.3001			
Conditional Growth Index from .9 to 1.099			Conditional Growth Index from .3 to .499									Conditional Growth Index from -1.5 to -1.3001					Conditional Growth Index of less than -2.5			
Conditional Growth Index from .7 to .899			Conditional Growth Index from .1 to .299									Conditional Growth Index from -1.7 to -1.5001								
Conditional Growth Index from .5 to .699			Conditional Growth Index from -.1 to .099									Conditional Growth Index from -1.9 to -1.7001								
Conditional Growth Index from .3 to .499			Conditional Growth Index from -.3 to -.1001									Conditional Growth Index from -2.1 to -1.9001								
Conditional Growth Index from .1 to .299			Conditional Growth Index from -.5 to -.3001									Conditional Growth Index from -2.3 to -2.1001								
Conditional Growth Index from -.1 to .099			Conditional Growth Index from -.7 to -.5001									Conditional Growth Index from -2.5 to -2.3001								
Conditional Growth Index from -.3 to -.1001			Conditional Growth Index from -.9 to -.7001																	
Conditional Growth Index from -.5 to -.3001																				
Conditional Growth Index from -.7 to -.5001																				
Conditional Growth Index from -.9 to -.7001																				
Conditional Growth Index from -1.1 to -.9001																				
Conditional Growth Index from -1.3 to -1.1001																				
Conditional Growth Index from -1.5 to -1.3001																				
Conditional Growth Index from -1.7 to -1.5001																				
Conditional Growth Index from -1.9 to -1.7001																				
Conditional Growth Index from -2.1 to -1.9001																				
Conditional Growth Index from -2.3 to -2.1001																				
Conditional Growth Index from -2.5 to -2.3001																				
Conditional Growth Index of less than -2.5																				

2012-2013

HEDI Distribution Chart (15 points)

Based on the NWEA Conditional Growth Index (CGI)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Conditional Growth Index of 1.2 or higher	Conditional Growth Index from .9 to 1.199	Conditional Growth Index from .6 to .899	Conditional Growth Index from .3 to .599	Conditional Growth Index from 0 to .299	Conditional Growth Index from -.3 to -.001	Conditional Growth Index from -.6 to -.3001	Conditional Growth Index from -.9 to -.6001	Conditional Growth Index from -1.2 to -.9001	Conditional Growth Index from -1.5 to -1.2001	Conditional Growth Index from -1.8 to -1.5001	Conditional Growth Index from -2.1 to -1.8001	Conditional Growth Index from -2.4 to -2.1001	Conditional Growth Index from -2.7 to -2.4001	Conditional Growth Index from -3.0 to -2.7001	Conditional Growth Index less than -3.0

Smithtown Central School District
2012 – 2013

SLO and Local Assessment HEDI Conversion Chart

	HEDI Points	SLO Target and Local Target Results	Conversion Ranges for HEDI Categories		
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	81.99%
	14	82.00%	82.00%	to	83.99%
	15	84.00%	84.00%	to	85.99%
	16	86.00%	86.00%	to	87.99%
Highly Effective	17	88.00%	88.00%	to	89.99%
	18	90.00%	90.00%	to	93.33%
	19	93.34%	93.34%	to	96.67%
	20	96.68%	96.68%	to	100.00%

NWEA HEDI Conversion Chart

HEDI Distribution Chart – (20 points) Based on the NWEA Conditional Growth Index (CGI)

HIGHLY EFFECTIVE			EFFECTIVE							DEVELOPING					INEFFECTIVE					
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Conditional Growth Index of 1.3 or higher																				
Conditional Growth Index from 1.1 to 1.299																				
Conditional Growth Index from .9 to 1.099																				
Conditional Growth Index from .7 to .899																				
Conditional Growth Index from .5 to .699																				
Conditional Growth Index from .3 to .499																				
Conditional Growth Index from .1 to .299																				
Conditional Growth Index from -.1 to .099																				
Conditional Growth Index from -.3 to -1.001																				
Conditional Growth Index from -.5 to -.3001																				
Conditional Growth Index from -.7 to -.5001																				
Conditional Growth Index from -.9 to -.7001																				
Conditional Growth Index from -1.1 to -.9001																				
Conditional Growth Index from -1.3 to -1.1001																				
Conditional Growth Index from -1.5 to -1.3001																				
Conditional Growth Index from -1.7 to -1.5001																				
Conditional Growth Index from -1.9 to -.1.7001																				
Conditional Growth Index from -2.1 to -1.9001																				
Conditional Growth Index from -2.3 to -2.1001																				
Conditional Growth Index from -2.5 to -2.3001																				
Conditional Growth Index of less than -2.5																				

NWEA HEDI Conversion Chart

HEDI Distribution Chart (15 points)

Based on the NWEA Conditional Growth Index (SGI)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Conditional Growth Index of 1.2 or higher		Conditional Growth Index from .9 to 1.199		Conditional Growth Index from .6 to .899		Conditional Growth Index from .3 to .599		Conditional Growth Index from 0 to .299		Conditional Growth Index from -.3 to -.001		Conditional Growth Index from -.6 to -.3001		Conditional Growth Index from -.9 to -.6001	
Conditional Growth Index from -1.2 to -.9001		Conditional Growth Index from -1.5 to -1.2001		Conditional Growth Index from -1.8 to -1.5001		Conditional Growth Index from -2.1 to -1.8001		Conditional Growth Index from -2.4 to -2.1001		Conditional Growth Index from -2.7 to -2.4001		Conditional Growth Index from -3.0 to -2.7001		Conditional Growth Index less than -3.0	

HEDI Distribution Chart

Local Achievement Measure

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE														
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0											
Fall Grade Level Percentile +8% or more			Fall Grade Level Percentile +5%									Fall Grade Level Percentile -5%					Fall Grade Level Percentile -12%														
																				Fall Grade Level Percentile +7%			Fall Grade Level Percentile +3%			Fall Grade Level Percentile -2%			Fall Grade Level Percentile -9%		
Fall Grade Level Percentile +5%			Fall Grade Level Percentile +1%			Fall Grade Level Percentile -3%			Fall Grade Level Percentile -7%			Fall Grade Level Percentile -11%																			
															Fall Grade Level Percentile +4%			Fall Grade Level Percentile 0%			Fall Grade Level Percentile -4%			Fall Grade Level Percentile -6%			Fall Grade Level Percentile -10%				
Fall Grade Level Percentile +3%			Fall Grade Level Percentile -1%			Fall Grade Level Percentile -5%			Fall Grade Level Percentile -7%			Fall Grade Level Percentile -13%																			
															Fall Grade Level Percentile +2%			Fall Grade Level Percentile -2%			Fall Grade Level Percentile -6%			Fall Grade Level Percentile -8%			Fall Grade Level Percentile -14% or more				
Fall Grade Level Percentile +1%			Fall Grade Level Percentile -3%			Fall Grade Level Percentile -7%			Fall Grade Level Percentile -9%																						
												Fall Grade Level Percentile 0%			Fall Grade Level Percentile -4%			Fall Grade Level Percentile -8%													
Fall Grade Level Percentile -1%			Fall Grade Level Percentile -5%			Fall Grade Level Percentile -9%																									
									Fall Grade Level Percentile -2%			Fall Grade Level Percentile -6%																			
Fall Grade Level Percentile -3%																															
			Fall Grade Level Percentile -4%																												
Fall Grade Level Percentile -5%																															
			Fall Grade Level Percentile -6%																												
Fall Grade Level Percentile -7%																															
			Fall Grade Level Percentile -8%																												
Fall Grade Level Percentile -9%																															
			Fall Grade Level Percentile -10%																												
Fall Grade Level Percentile -11%																															
			Fall Grade Level Percentile -12%																												
Fall Grade Level Percentile -13%																															
			Fall Grade Level Percentile -14% or more																												

2012-2013

HEDI Distribution Chart (20 pts.)

Based on the NWEA Conditional Growth Index (CGI)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Conditional Growth Index of 1.3 or higher			Conditional Growth Index from .7 to .899									Conditional Growth Index from -1.1 to -.9001					Conditional Growth Index from -2.3 to -2.1001			
Conditional Growth Index from 1.1 to 1.299			Conditional Growth Index from .5 to .699									Conditional Growth Index from -1.3 to -1.1001					Conditional Growth Index from -2.5 to -2.3001			
Conditional Growth Index from .9 to 1.099			Conditional Growth Index from .3 to .499									Conditional Growth Index from -1.5 to -1.3001					Conditional Growth Index of less than -2.5			
Conditional Growth Index from .7 to .899			Conditional Growth Index from .1 to .299									Conditional Growth Index from -1.7 to -1.5001								
Conditional Growth Index from .5 to .699			Conditional Growth Index from -.1 to .099									Conditional Growth Index from -1.9 to -1.7001								
Conditional Growth Index from .3 to .499			Conditional Growth Index from -.3 to -1.001									Conditional Growth Index from -2.1 to -1.9001								
Conditional Growth Index from .1 to .299			Conditional Growth Index from -.5 to -.3001									Conditional Growth Index from -2.3 to -2.1001								
Conditional Growth Index from -.1 to .099			Conditional Growth Index from -.7 to -.5001									Conditional Growth Index from -2.5 to -2.3001								
Conditional Growth Index from -.3 to -1.001			Conditional Growth Index from -.9 to -.7001																	
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Conditional Growth Index from -1.3 to -1.1001																				
Conditional Growth Index from -1.5 to -1.3001																				
Conditional Growth Index from -1.7 to -1.5001																				
Conditional Growth Index from -1.9 to -1.7001																				
Conditional Growth Index from -2.1 to -1.9001																				
Conditional Growth Index from -2.3 to -2.1001																				
Conditional Growth Index from -2.5 to -2.3001																				
Conditional Growth Index of less than -2.5																				

2012-2013

HEDI Distribution Chart (15 points)

Based on the NWEA Conditional Growth Index (CGI)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Conditional Growth Index of 1.2 or higher	Conditional Growth Index from .9 to 1.199	Conditional Growth Index from .6 to .899	Conditional Growth Index from .3 to .599	Conditional Growth Index from 0 to .299	Conditional Growth Index from -.3 to -.001	Conditional Growth Index from -.6 to -.3001	Conditional Growth Index from -.9 to -.6001	Conditional Growth Index from -1.2 to -.9001	Conditional Growth Index from -1.5 to -1.2001	Conditional Growth Index from -1.8 to -1.5001	Conditional Growth Index from -2.1 to -1.8001	Conditional Growth Index from -2.4 to -2.1001	Conditional Growth Index from -2.7 to -2.4001	Conditional Growth Index from -3.0 to -2.7001	Conditional Growth Index less than -3.0

Smithtown Central School District
Principal Improvement Plan

Principal: _____ **Building** _____

Date of PIP Conference: _____

Date of Related APPR if applicable _____ :

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify, based on the MDPPR, targeted and specific areas for improvement. Refer to those areas identified as developing or ineffective in the APPR (if applicable).
- II. **EXPECTED OUTCOMES OF THE PIP:** List specific goals based on the areas identified in I. Identify specific recommendations for what the principal is expected to do to achieve those goals.
- III. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues, courses, workshops, peer visits, materials, professional learning activities to be completed by the principal, supervisory support, etc.
- IV. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance as assessed at specific time periods during the PIP implementation.
- V. **TIMELINE:** Provide a specific timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for school visitations, meetings, submission of written reports or artifacts, and supervisory conferences that will provide feedback on the principal's progress towards accomplishment of the PIP's targeted goals.

Superintendent or Evaluator

Date

Principal

Date

SSAA Representative

Date

Smithtown Central School District
Teacher Improvement Plan

Teacher: _____ **Building** _____

Date of TIP Conference: _____

Date of Related APPR if applicable _____ :

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify, based on the NYSUT rubric of the New York State Teacher Standards, targeted and specific areas for improvement. Refer to those areas identified as developing or ineffective in the APPR (if applicable).
- II. **EXPECTED OUTCOMES OF THE TIP:** List specific goals based on the areas identified in I. Identify specific recommendations for what the teacher is expected to do to achieve those goals.
- III. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the teacher to improve performance. Examples: colleagues, courses, workshops, peer visits, materials, professional learning activities to be completed by the teacher, supervisory support, etc.
- IV. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance as assessed at specific time periods during the TIP implementation.
- V. **TIMELINE:** Provide a specific timeline for implementation of the various components of the TIP and for the final completion of the TIP. Identify the dates for classroom visitations, meetings, submission of written reports or artifacts, and supervisory conferences that will provide feedback on the teacher's progress towards accomplishment of the TIP's targeted goals.

Administrator/Lead Evaluator

Date

Teacher

Date

STA Representative

Date

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also 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)

