



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

Commissioner of Education
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March 1, 2014

Revised

Dr. Nicholas A. Stirling, Superintendent
Valley Stream Union Free School District 30
175 North Central Avenue
Valley Stream, NY 11580

Dear Superintendent Stirling:

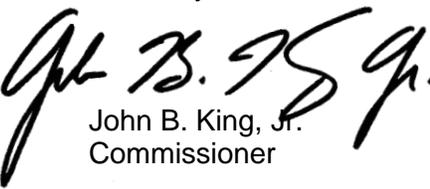
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dr. Thomas L. Rogers

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, October 24, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280230020000

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

280230020000

1.2) School District Name: VALLEY STREAM 30 UFSD

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

VALLEY STREAM 30 UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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, 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.	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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>K-2 teachers being evaluated using a school-wide measure on the NYS Grade 4-6 ELA Assessments. The district will analyze baseline data and establish a school-wide growth target. HEDI points will be assigned based on the school-wide percentage of students meeting or exceeding the school-wide growth target.</p> <p>Grade 3 teachers being evaluated using NYS Grade 3 ELA Assessment. Grade 3 teachers, in collaboration with principals will analyze baseline data and establish individual student growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding the growth target.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached rubric.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached rubric.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached rubric.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached rubric.

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	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 Math Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>K-2 teachers being evaluated using a school-wide measure on the NYS Grade 4-6 Math Assessments. The district will analyze baseline data and establish a school-wide growth target. HEDI points will be assigned based on the school-wide aggregate percentage of students meeting or exceeding the school-wide growth target.</p> <p>Grade 3 teachers being evaluated using NYS Grade 3 Math Assessment. Grade 3 teachers, in collaboration with principals will analyze baseline data and establish individual student growth targets. HEDI points will be assigned based on the aggregate percentage of students meeting or exceeding the growth target.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached rubric.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached rubric.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached rubric.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached rubric.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Valley Stream 30 is a K-6 District, 6th Grade Science is taught by common branch teachers.

7	Not applicable	Valley Stream 30 is a K-6 District.
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	Science	Assessment
8	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Valley Stream 30 is a K-6 District.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Valley Stream 30 is a K-6 District and 6th grade Social Studies is taught by common branch teachers.

7	Not applicable	Valley Stream 30 is a K-6 District.
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8	Not applicable	Valley Stream 30 is a K-6 District.
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For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District goals for similar students.	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below District goals for similar students.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Valley Stream 30 is a K-6 District.

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	Not applicable	Valley Stream 30 is a K-6 District.

Social Studies Regents Courses		Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District goals for similar students.	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below District goals for similar students.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Valley Stream 30 is a K-6 District.

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	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District goals for similar students.	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below District goals for similar students.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Valley Stream 30 is a K-6 District.

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	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District goals for similar students.	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below District goals for similar students.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Valley Stream 30 is a K-6 District.

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	Not applicable	Valley Stream 30 is a K-6 District.
Grade 10 ELA	Not applicable	Valley Stream 30 is a K-6 District.
Grade 11 ELA	Not applicable	Valley Stream 30 is a K-6 District.

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

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

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.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District goals for similar students.	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below District goals for similar students.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Valley Stream 30 is a K-6 District.

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
Physical Education	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 ELA and Math Assessments
Library	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 ELA and Math Assessments
Music	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 ELA and Math Assessments
Art	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 ELA and Math Assessments
Instrumental	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 ELA and Math Assessments
Special Education	State Assessment	NYS Grades 4-6 ELA and Math Assessments
ESL	State Assessment	NYSESLAT
Reading	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 ELA Assessments
Math AIS	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 Math Assessments
Enrichment	State Assessment	NYS Grades 4-6 ELA and Math Assessments
Resource	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 ELA and Math Assessments
Special Education	State Assessment	NYS NYSAA Assessments
ESL	School/BOCES-wide/group/team results based on State	NYS Grades 4-6 ELA

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

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

Other teachers being evaluated using a school-wide measure on the NYS Grade 4-6 ELA and/or Math Assessments. The district will analyze baseline data and establish a school-wide growth target. HEDI points will be assigned based on the school-wide aggregate percentage of students meeting or exceeding the school-wide growth target.

ESL teachers being evaluated using a group-wide measure on the NYSESLAT Assessments. Note, where some students are taking the NYS ELA and others the NYSESLAT, if $\geq 50\%$ of sections/students are taking the NYS ELA they are covered by SGP/VA. If $< 50\%$ covered by SGP/VA, then only SLOs will be used. ESL teachers, in collaboration with principals will analyze baseline data and establish individual student growth targets.

HEDI points will be assigned based on the aggregate percentage of students meeting or exceeding the growth target. ESL teachers assessed using the NYSESLAT will use the HEDI chart labeled Valley Stream 30 UFSD STATE English Language Arts Rubric K-2, 3rd and Other Teacher.

Special Education teachers will be evaluated using both the NYS ELA & Math Assessments and/or NYSAA Assessment. In self contained classes, where some students are taking the NYS ELA & Math and others the NYSAA, if $\geq 50\%$ of sections/students are taking the NYS ELA & Math they are covered by SGP/VA. If $< 50\%$ covered by SGP/VA, then only SLOs will be used. Special Education teachers, in collaboration with principals will analyze baseline data and establish individual student growth targets. HEDI points will be assigned based on the aggregate percentage of students meeting or exceeding the growth target. SWD teachers assessed using the NYSAA will use the HEDI chart labeled Valley Stream 30 Valley Stream 30 UFSD STATE English Language Arts Rubric K-2, 3rd and Other Teacher and Valley Stream 30 UFSD STATE Math Rubric K-2, 3rd and Other Teacher.

Enrichment teacher will be evaluated using NYS ELA & Math Assessments. Enrichment teacher, in collaboration with principals will analyze baseline data and establish individual student growth targets. HEDI points will be assigned based on the aggregate percentage of students meeting or exceeding the growth target.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached rubric.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached rubric.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached rubric.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached rubric.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/592267-TXEttx9bQW/Valley Stream 30 UFSD 2.11_1.pdf

2.12) Locally Developed Controls

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

incentives associated with the controls or adjustments.

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, February 25, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	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	Not applicable	N/A Valley Stream 30 is a K-6 District, with common branch teachers.

8	Not applicable	N/A Valley Stream 30 is a K-6 District, with common branch teachers.
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For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>4th-6th Grade Teachers serving 4th-6th grade student populations will collaboratively create with their Principals appropriate and rigorous individual growth targets for the ELA measures based upon the Measures of Academic Progress (ELA) recommended growth targets.</p> <p>Baseline data is based on the Measures of Academic Progress (ELA) assessment fall results.</p> <p>After the Spring administration as well as scoring of Measures of Academic Progress (ELA), the Principal in collaboration with teacher will determine the percentage of students, who met individual growth targets.</p> <p>HEDI points assigned based on the percentage of students meeting and/or exceeding individual growth scores.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	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	Not applicable	N/A Valley Stream 30 is a K-6 District, with common branch teachers.

8	Not applicable	N/A Valley Stream 30 is a K-6 District, with common branch teachers.
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For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>4th-6th Grade Teachers serving 4th-6th grade student populations will collaboratively create with their Principals appropriate and rigorous individual growth targets for the ELA measures based upon the Measures of Academic Progress (Math) recommended growth targets.</p> <p>Baseline data is based on the Measures of Academic Progress (Math) assessment fall results.</p> <p>After the Spring administration as well as scoring of Measures of Academic Progress (Math), the Principal in collaboration with teacher will determine the percentage of students, who met individual growth targets.</p> <p>HEDI points assigned based on the percentage of students meeting and/or exceeding individual growth scores.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/592268-rhJdBgDruP/ValleyStream 30 LOCAL HEDI Charts-TEACHER 3-3_6.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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>K-2 Grade Teachers serving K-2 grade student populations will collaboratively create with their Principals appropriate and rigorous individual growth targets for the ELA SLO's based upon the Measures of Academic Progress (Primary Grades) recommended growth targets.</p> <p>Baseline data is based on the Measures of Academic Progress (Primary Grades) assessment fall results.</p> <p>After the Spring administration as well as scoring of Measures of Academic Progress (Primary Grades) administered, the Principal in collaboration with teacher will determine the percentage of students, who met their individual growth targets.</p> <p>Note, the same process is used for Grade 3 Teachers using the Measures of Academic Progress (ELA).</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.

3.5) Grades K-3 Math

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

Locally-Selected Measure from List of Approved Measures	Assessment
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K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
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.	<p>K-2 Grade Teachers serving K-2 grade student populations will collaboratively create with their Principals appropriate and rigorous individual growth targets for the Math SLO's based upon the Measures of Academic Progress (Primary Grades) recommended growth targets.</p> <p>Baseline data is based on the Measures of Academic Progress (Primary Grades) assessment fall results.</p> <p>After the Spring administration as well as scoring of Measures of Academic Progress (Primary Grades) administered, the Principal in collaboration with teacher will determine the percentage of students, who met their individual growth targets.</p> <p>Note, the same process is used for Grade 3 Teachers using the Measures of Academic Progress (Math).</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached rubric.

3.6) Grades 6-8 Science

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

Locally-Selected Measure from List of Approved Measures	Assessment
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6	Not applicable	Valley Stream 30 is a K-6 District, 6th Grade Science is taught by common branch teachers.
7	Not applicable	Valley Stream 30 is a K-6 District.
8	Not applicable	Valley Stream 30 is a K-6 District.

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.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Valley Stream 30 is a K-6 District, and 6th Grade Social Studies is taught by common branch teachers.
7	Not applicable	Valley Stream 30 is a K-6 District.
8	Not applicable	Valley Stream 30 is a K-6 District.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	Not applicable	Valley Stream 30 is a K-6 District.
Global 2	Not applicable	Valley Stream 30 is a K-6 District.
American History	Not applicable	Valley Stream 30 is a K-6 District.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.

3.9) High School Science

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Living Environment	Not applicable	Valley Stream 30 is a K-6 District.
Earth Science	Not applicable	Valley Stream 30 is a K-6 District.
Chemistry	Not applicable	Valley Stream 30 is a K-6 District.
Physics	Not applicable	Valley Stream 30 is a K-6 District.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	Not applicable	Valley Stream 30 is a K-6 District.
Geometry	Not applicable	Valley Stream 30 is a K-6 District.
Algebra 2	Not applicable	Valley Stream 30 is a K-6 District.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	Not applicable	Valley Stream 30 is a K-6 District.
Grade 10 ELA	Not applicable	Valley Stream 30 is a K-6 District.
Grade 11 ELA	Not applicable	Valley Stream 30 is a K-6 District.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Valley Stream 30 is a K-6 District.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is a K-6 District.

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
Physical Education	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Library	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Art	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Music	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Instrumentals	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Special Education	4) State-approved 3rd party	Measures of Academic Progress (Primary Grades)/Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
ESL	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Reading	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Math AIS	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Enrichment	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Resource	6(ii) School wide measure computed locally	Measures of Academic Progress(ELA) and Measures of Academic Progress (Math)
Special Education	5) District/regional/BOCES-developed	Valley Stream 30 district developed assessment based upon the NYSAA
ESL	6(ii) School wide measure computed locally	NYS NYSESLAT Assessment

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

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

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

Teachers in collaboration with their Principals will set appropriate and rigorous individual growth targets for the ELA and Math SLO's based on their own student rosters using the Measures of Academic Progress (Primary Grades) /Measures of Academic Progress (ELA) and Measures of Academic Progress (Math) recommended growth target, NYSESLAT and/or VS 30 District developed assessment based upon the NYSAA annual goal. Baseline data is based on K-6th grade Measures of Academic Progress (Primary Grades) /Measures of Academic Progress (ELA) and Measures of Academic Progress (Math), NYSESLAT and/or VS 30 District developed assessment based upon the NYSAA.

After the summative assessment, the Principal in collaboration with the teacher will determine the percentage of students, who met their individual growth targets. HEDI points assigned based on the percentage of students on each teacher's roster meeting and/or exceeding individual growth targets school-wide.

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

See attached rubric.

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

See attached rubric.

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

See attached rubric.

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

See attached rubric.

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/12149/592268-y92vNseFa4/ValleyStream 30 LOCAL HEDI Charts-TEACHER 3-13_2.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

All District staff will be evaluated for the local assessment subcomponent on the results of their students on the NWEA math and/or reading, Valley Stream 30 District developed assessment based on the NYSAA, and/or NYSESLAT assessments. Points are determined by dividing the total number of students that met or exceeded their targets by the total number of total of students in each measure. This number is multiplied by 100 to develop a percent. The percent is correlated to a point value for the local assessment sub-component.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
--	----

One or more observation(s) by trained independent evaluators	
--	--

Observations by trained in-school peer teachers	
---	--

Feedback from students using State-approved survey tool	
---	--

Feedback from parents/caregivers using State-approved survey tool	
---	--

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Other Comparable Measures Rubric-Teacher chart describes the point allocations for the domains within the Danielson's Framework for Teacher (c) 2007 rubric. Points are assigned based on (2) subcomponents: observations of teacher performance and review of artifacts utilizing the Danielson Rubric. Each subcomponent addresses several domains from the rubric. Each domain's criteria are weighted within the point chart. Domain 3's criteria are weighted the heaviest followed by Domain 1, Domain 2 and Domain 4. Points from the two subcomponents (i.e., observations and review of artifacts) are combined to determine a teacher's total

points out of the potential 60 rubric points. Note, the sub-composite scores may involve decimals but are rounded to whole numbers using the following rounding rule: if the number is followed by 5, 6, 7, 8, or 9, round the number up and if the number is followed by 0, 1, 2, 3, or 4, round the number down. The final composite will result in a whole number falling within the 0-60 point range. In no instance will rounding result in a teacher scoring outside of her/his HEDI band. Note, when multiple observations result in different ratings for a sub-component, the multiple ratings will be combined by taking an average of the ratings for that sub-component.

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

assets/survey-uploads/12179/592269-eka9yMJ855/Valley Stream 30 Other Measures Rubric-Teacher (Autosaved)_1.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See attached rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	See attached rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See attached rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See attached rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	27-53
Developing	7-26
Ineffective	0-6

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
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

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Wednesday, October 16, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	54-60
Effective	27-53
Developing	7-26
Ineffective	0-6

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/592271-Df0w3Xx5v6/ValleyStream 30-TIP FINAL 10-13_2.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The appeals procedure will provide for the timely and expeditious resolution of the appeal.

It is clearly listed in the APPR Plan and mutually agreed that:

1. Teachers will have their End of Year evaluation by the last day of each school year.
2. The Superintendent must render a written decision within 5 days of an appeal.
3. The appeals procedure will provide for the timely and expeditious resolution of the appeal in accordance with Education Law 3012-c. Time frames may only be extended if mutually agreed upon, but in no case will the process not be timely and expeditious. Teachers may appeal their annual professional performance reviews, if the ratings are Ineffective or Developing. Pursuant to §3012-c of the Education Law and according to VSTA contract provisions, teachers may challenge these ratings within five school days of receipt of the APPR or of the issuance of a Teacher Improvement plan or the District's failure to implement the terms of a Teacher Improvement Plan. Concerns not included in the appeal will be deemed waived. The Superintendent will render a decision within five days of receipt of the appeal and that decision is not subject to appeal.

The parties will continue to meet to discuss observations, evaluations, and teacher improvement plan procedures as required by Educational Law Section 3012(c). The resolution of the issues discussed by the parties shall be in writing, be placed within Section 5.20 of the collective bargaining agreement, said section modified accordingly, and this writing shall constitute compliance with the requirements of Education Law Section 3012(c).

The appeals procedure referred to in Educational Law Section 3012(c), will be as follows for members of the VSTA teacher bargaining unit:

1. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing.
2. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraph (a) above, a teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 - a. the substance of the annual professional performance review;
 - b. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 - c. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
 - d. the school district's issuance and/or implementation of the terms of the teacher's improvement plan;
 - e. any issue not raised in the written appeal shall be deemed waived; and
 - f. notwithstanding item (4) above, procedural issues which are or will be set forth at section 5.20 of this contract shall be subject to this contract's grievance procedure.
3. Within five school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.
4. The determination of the Superintendent of Schools or his/her designee as to the substance of the evaluation shall not be grievable, arbitratable, not reviewable in any other forum. However, nothing shall prevent a teacher from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law Section 3020-a.
5. The time frames referred to herein may be extended by mutual agreement of the parties but in no case will the process not be timely and expeditious in compliance with Education Law 3012-c.

The entire appeals process is included in section 5.20 in our current teachers contract in the appeals process listed above.

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

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

LEAD EVALUATOR AND EVALUATOR TRAINING

Valley Stream 30 UFSD will ensure that all evaluators are properly trained and certified to complete a principal/ teacher performance review. According to Section 30-2.9 of the Rules of the Board of Regents, certification for evaluators requires training in the following nine elements:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;

2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Initial Certification Training

Valley Stream 30 UFSD will provide required training of the (9) elements by designated Network Team Provider (NTP), Nassau BOCES, and/or develop or contract for their own training and evaluator certification programs which is consistent/equivalent to NTP certification program. Certification training will occur over a minimum of (25) hours. The District will ensure that all evaluators are trained at the district or principal level. Note, evaluators for teachers, must be their assigned principal. For principals, a evaluator must be the building principal's supervisor, the Superintendent of Schools. Furthermore, APPR regulation authorizes a certified school administrator to conduct observations or school visits as part of the APPR prior to completion of evaluator training, so long as he or she becomes properly certified to conduct evaluations prior to the completion of the evaluation, which occurs no later than the last day of school. The Superintendent of Schools/Board of Education will certify evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent of Schools or the superintendent's designee will maintain records of certification of evaluators.

Re-Certification Training

Re-certification training of evaluators will occur with the designated Network Team Provider (NTP), Nassau BOCES, and/or develop or contract for their own training and evaluator certification programs, which is consistent/equivalent to NTP certification program. Re-certification training will occur over a minimum of 3 hours. Evaluators will be re-certified on a periodic basis; at least once per year or as deemed to be appropriate determined by the District.

InTer Rater Reliability

Valley Stream 30 UFSD will establish a process to maintain inter-rater reliability over time (i.e., summer and/or through school year) in accordance with NYSED guidance and protocols recommended in training for evaluators. This training is designed to train evaluators on observation protocols to measure fidelity of implementation. Training will occur on the following areas:

- Rich discussion and reflection with which to deepen understanding of the indicators within the classroom observation tool
- Enrich knowledge of the classroom observation tool through hands-on training and observation resulting in reliable use of the classroom observation tool as a data collection instrument
- "See" and rate indicators on the classroom observation tool in the same manner, giving evaluators confidence that trained participants are calibrated to observe and rate the fidelity of implementation in classrooms.
- Understand how a systematic evaluation process helps change teaching practices and improve student learning
- Use formal and informal evaluation data to identify opportunities for instructional improvement and personalize professional development

The Superintendent of Schools and his/her designee will complete similar activities by observing the same principal through co-conducted school visits and/or document reviews and comparing evidence gathered to align to the practice rubric. In addition, evaluators of principals/teachers may attend sessions provided by the Network Team Provider (NTP), Nassau BOCES, and/or vendor for inner-rater reliability training.

Re-Certification Training

Valley Stream 30 UFSD will work with established district developed process to maintain inter-rater reliability which is in accordance with NYSED guidance and protocols recommended in training for evaluators and/or with designated Network Team Provider (NTP), Nassau BOCES, and/or vendor to ensure that evaluators maintain inter-rater reliability over time. Evaluators will be re-certified on a periodic basis; at least once per year or as deemed to be appropriate determined by the District.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, December 03, 2013

Page 1

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

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

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

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

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

K-6
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-6 Elementary		Not Applicable. Principals do not require SLOs because at least 30% of students are covered by State-provided growth measures.

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable. Principals do not require SLOs because at least 30% of students are covered by State-provided growth measures
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable. Principals do not require SLOs because at least 30% of students are covered by State-provided growth measures
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable. Principals do not require SLOs because at least 30% of students are covered by State-provided growth measures
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable. Principals do not require SLOs because at least 30% of students are covered by State-provided growth measures
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable. Principals do not require SLOs because at least 30% of students are covered by State-provided growth measures

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, February 25, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6 District	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA) and Math 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>Principals serving schools with K-6 grade student populations will create in collaboration with their Superintendent appropriate and rigorous individual growth targets for the ELA and Math growth targets based on the overall average 4th-6th grade student growth on the recommended Measures of Academic Progress (ELA) and Measures of Academic Progress (Math) growth targets.</p> <p>Note, baseline data is based on the 4th-6th grade student Measures of Academic Progress (ELA) and Measures of Academic Progress (Math) fall assessment results.</p> <p>After the Spring administration as well as scoring of the 4th-6th grade Measures of Academic Progress (ELA) and Measures of Academic Progress (Math), the Superintendent in collaboration with the Principals will determine the aggregate percentage of 4th-6th grade students who met their individual growth targets.</p> <p>HEDI points assigned based on the percentage of students meeting and/or exceeding their individual growth targets.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or</p>	<p>See attached rubric.</p>

achievement for grade/subject.

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

See attached rubric.

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

See attached rubric.

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

See attached rubric.

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/12190/592273-qBFVOWF7fC/ValleyStream 30 LOCAL HEDI Charts-PRINCIPAL-8.1_3.pdf

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

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

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

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

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

in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6 District		N/A

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.	Valley Stream 30 is K-6 District.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is K-6 District.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is K-6 District.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is K-6 District.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Valley Stream 30 is K-6 District.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

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.

All District principals will be evaluated for the local assessment subcomponent on the results of their students on the NWEA math and/or reading assessments. Points are determined by dividing the total number of students in math and reading that met or exceeded the spring individual NWEA RIT targets by the total number of math RIT scores and reading RIT scores. This number is multiplied by 100 to develop a percent. The percent is correlated to a point value for the local subcomponent.

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 Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation 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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district negotiated procedures for conducting and scoring observations and assessing other aspects using the Marshall's Principal Evaluation Rubric. The Marshall Principal Evaluation Rubric has six (6) domains. Within each domain there are ten (10) sub-components. Each sub-component is assigned weighted points: Highly Effective = 6 points, Effective = 4 points, Developing = 2 points, and Ineffective= 0 points. Assignment of points in each domain's sub-components ensures that it is possible for a principal to obtain any of the available points (including 0). The maximum points that a principal can receive for each domain is 60 points for a total of 360 points for all (6) domains. The final score is based upon adding the total points assigned to each domain, which are then converted to HEDI ranges using the Other Comparable Measures Rubric-PRINCIPAL (see attachment). Note, when multiple school visits result in different ratings for a domain, the multiple ratings will be combined by taking an average of the ratings for that domain.

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

[assets/survey-uploads/12205/592274-pMADJ4gk6R/Valley Stream 30 Other Measures Rubric-Principal.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	See attached rubric.
Effective: Overall performance and results meet standards.	See attached rubric.
Developing: Overall performance and results need improvement in order to meet standards.	See attached rubric.

Ineffective: Overall performance and results do not meet standards.

See attached rubric.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, August 21, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/592276-Df0w3Xx5v6/ValleyStream 30-PIP FINAL 10-13_2.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The appeals procedure will provide for the timely and expeditious resolution of the appeal.

It is clearly listed in the APPR Plan and mutually agreed that:

1. Principals will have their End of Year evaluation by the last day of each school year.
2. The Superintendent must render a written decision within 5 days of an appeal.
3. The appeals procedure will provide for the timely and expeditious resolution of the appeal in accordance with Education Law 3012-c. Time frames may only be extended if mutually agreed upon, but in no case will the process not be timely and expeditious. Principals may appeal their annual professional performance reviews, if the ratings are Ineffective or Developing. Pursuant to §3012-c of the Education Law, may challenge these ratings within five school days of receipt of the APPR or of the issuance of a Principal Improvement plan or the District's failure to implement the terms of a Principal Improvement Plan. Concerns not included in the appeal will be deemed waived. The Superintendent will render a decision within five days of receipt of the appeal and that decision is not subject to appeal.

The parties will continue to meet to discuss observations, evaluations, and principal improvement plan procedures as required by Educational Law Section 3012(c). The resolution of the issues discussed by the parties shall be in writing, and shall constitute compliance with the requirements of Education Law Section 3012(c).

The appeals procedure referred to in Educational Law Section 3012(c), will be as follows for members of the principal bargaining unit:

1. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing.
2. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraph (a) above, a principal may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 - a. the substance of the annual professional performance review;
 - b. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 - c. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
 - d. the school district's issuance and/or implementation of the terms of the principal improvement plan;
 - e. any issue not raised in the written appeal shall be deemed waived; and
 - f. notwithstanding item (4) above, procedural issues which are or will be set forth at section 5.20 of this contract shall be subject to this contract's grievance procedure.
3. Within five school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.
4. The determination of the Superintendent of Schools or his/her designee as to the substance of the evaluation shall not be grievable, arbitratable, not reviewable in any other forum. However, nothing shall prevent a principal from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law Section 3020-a.
5. The time frames referred to herein may be extended by mutual agreement of the parties but in no case will the process not be timely and expeditious in compliance with Education Law 3012-c.

The entire appeals process is within ten days from the first day of school.

Note, the Superintendent will conduct the appeal of the first ineffective or developing APPR rating and will include a meeting between the Superintendent and the Principal. The Principal may bring union representation.

A committee of a District selected member, a unit selected member, a mutually agreed upon active or retired assistant superintendent or superintendent member will conduct the appeal of the second consecutive ineffective or developing rating.

Appeal evidence may include, but is not limited to assessment scores, building observations, and rubric related artifacts.

The meeting will be closed. The District Clerk will record the meeting. The APPR will be placed in the administrators personnel file. The administrator retains right to write a rebuttal, which does not indicate a continuation of the appeal.

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

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

LEAD EVALUATOR AND EVALUATOR TRAINING

Valley Stream 30 UFSD will ensure that all evaluators are properly trained and certified to complete a principal/ teacher performance review. According to Section 30-2.9 of the Rules of the Board of Regents, certification for evaluators requires training in the following nine elements:

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Initial Certification Training

Valley Stream 30 UFSD will provide required training of the (9) elements by designated Network Team Provider (NTP), Nassau BOCES, and/or develop or contract for their own training and evaluator certification programs which is consistent/equivalent to NTP certification program. Certification training will occur over a minimum of (25) hours. The District will ensure that all evaluators are trained at the district or principal level. Note, evaluators for teachers, must be their assigned principal. For principals, a evaluator must be the building principal's supervisor, the Superintendent of Schools. Furthermore, APPR regulation authorizes a certified school administrator to conduct observations or school visits as part of the APPR prior to completion of evaluator training, so long as he or she becomes properly certified to conduct evaluations prior to the completion of the evaluation, which occurs no later than the last day of school. The Superintendent of Schools/Board of Education will certify evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent of Schools or the superintendent's designee will maintain records of certification of evaluators.

Re-Certification Training

Re-certification training of evaluators will occur with the designated Network Team Provider (NTP), Nassau BOCES, and/or develop or contract for their own training and evaluator certification programs, which is consistent/equivalent to NTP certification program. Re-certification training will occur over a minimum of 3 hours. Evaluators will be re-certified on a periodic basis; at least once per year or as deemed to be appropriate determined by the District.

InTer Rater Reliability

Valley Stream 30 UFSD will establish a process to maintain inter-rater reliability over time (i.e., summer and/or through school year) in accordance with NYSED guidance and protocols recommended in training for evaluators. This training is designed to train evaluators on observation protocols to measure fidelity of implementation. Training will occur on the following areas:

- Rich discussion and reflection with which to deepen understanding of the indicators within the classroom observation tool
- Enrich knowledge of the classroom observation tool through hands-on training and observation resulting in reliable use of the classroom observation tool as a data collection instrument
- “See” and rate indicators on the classroom observation tool in the same manner, giving evaluators confidence that trained participants are calibrated to observe and rate the fidelity of implementation in classrooms.
- Understand how a systematic evaluation process helps change teaching practices and improve student learning
- Use formal and informal evaluation data to identify opportunities for instructional improvement and personalize professional development

The Superintendent of Schools and his/her designee will complete similar activities by observing the same principal through co-conducted school visits and/or document reviews and comparing evidence gathered to align to the practice rubric. In addition, evaluators of principals/teachers may attend sessions provided by the Network Team Provider (NTP), Nassau BOCES, and/or vendor for inner-rater reliability training.

Re-Certification Training

Valley Stream 30 UFSD will work with established district developed process to maintain inter-rater reliability which is in accordance with NYSED guidance and protocols recommended in training for evaluators and/or with designated Network Team Provider (NTP), Nassau BOCES, and/or vendor to ensure that evaluators maintain inter-rater reliability over time. Evaluators will be re-certified on a periodic basis; at least once per year or as deemed to be appropriate determined by the District.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/592277-3Uqgn5g9Iu/VS30 APPR Signature Page 3-1-14.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Task 2.11

**Valley Stream 30 UFSD
STATE English Language Arts Rubric
K-2, 3rd and Other Teacher
20 POINTS**

	HEDI Points	% meeting or exceeding growth target
Highly Effective	20	86% to Above
	19	81% to 85%
	18	76% to 80%
Effective	17	71% to 75%
	16	66% to 70%
	15	61% to 65%
	14	56% to 60%
	13	51% to 55%
	12	46% to 50%
	11	41% to 45%
	10	36% to 40%
Developing	9	35% to 35%
	8	34% to 34%
	7	29% to 33%
	6	24% to 28%
	5	19% to 23%
	4	14% to 18%
Ineffective	3	9% to 13%
	2	4% to 8%
	1	2% to 3%
	0	0% to 1%

Task 2.11

**Valley Stream 30 UFSD
STATE Math Rubric
K-2, 3rd and Other Teacher
20 POINTS**

	HEDI Points	% meeting or exceeding growth target
Highly Effective	20	86% to Above
	19	81% to 85%
	18	76% to 80%
Effective	17	71% to 75%
	16	66% to 70%
	15	61% to 65%
	14	56% to 60%
	13	51% to 55%
	12	46% to 50%
	11	41% to 45%
	10	36% to 40%
	9	35% to 35%
Developing	8	34% to 34%
	7	29% to 33%
	6	24% to 28%
	5	19% to 23%
	4	14% to 18%
	3	9% to 13%
Ineffective	2	4% to 8%
	1	2% to 3%
	0	0% to 1%

Task 3.3

**Valley Stream 30 UFSD
LOCAL English Language Arts & Math Rubric
Grade 4-6 Teachers
20 POINTS**

	*Percent Met/Exceeded Spring Target RIT	20 Points
Ineffective	0%	0
	1-3%	1
	4-5%	2
Developing	6-10%	3
	11-15%	4
	16-20%	5
	21-25%	6
	26-30%	7
	31-34%	8
Effective	35-35%	9
	36-40%	10
	41-45%	11
	46-50%	12
	51-55%	13
	56-60%	14
	61-65%	15
	66-70%	16
Highly Effective	71-75%	17
	76-80%	18
	81-85%	19
	91-100%	20

**HEDI points will be assigned on a 0-20 point scale in the absence of a value added model. After the implementation of a value-added measure, points will be assigned on a 0-15 point scale.*

Task 3.3

**Valley Stream 30 UFSD
LOCAL English Language Arts & Math Rubric
Grade 4-6 Teachers
15 POINTS**

	*Percent Met/Exceeded Spring Target RIT	15 points
Ineffective	0%	0
	1-4%	1
	5-9%	2
Developing	10-14%	3
	15-19%	4
	20-24%	5
	25-29%	6
	30-34%	7
Effective	35- 35%	8
	36-43%	9
	44-51%	10
	52-59%	11
	60-67%	12
	68-75%	13
Highly Effective	76-83%	14
	84-100%	15

Task 3.13

**Valley Stream 30 UFSD
LOCAL English Language Arts & Math Rubric
K-2, 3rd and Other Teacher
20 POINTS**

	*Percent Met/Exceeded Spring Target RIT	20 Points
Ineffective	0%	0
	1-3%	1
	4-5%	2
Developing	6-10%	3
	11-15%	4
	16-20%	5
	21-25%	6
	26-30%	7
	31-34%	8
Effective	35-35%	9
	36-40%	10
	41-45%	11
	46-50%	12
	51-55%	13
	56-60%	14
	61-65%	15
	66-70%	16
Highly Effective	71-75%	17
	76-80%	18
	81-85%	19
	91-100%	20

Task 4.5

**Valley Stream 30 UFSD
Other Comparable Measures Rubric-TEACHER
60 Points**

Point Chart to determine Danielson's Framework for Teacher Evaluation Rubric(c) 2007:

Rubric Sub Component	Domain	Criteria	H	E	D	I
Observations	1	a	1.5	1.4	1.2	0
		b	1.5	1.4	1.2	0
		c	1.5	1.4	1.2	0
		d	1.5	1.4	1.2	0
		e	1.5	1.4	1.2	0
		f	1.5	1.4	1.2	0
	2	a	2	1.9	1.5	0
		b	2	1.9	1.5	0
		c	2	1.9	1.5	0
		d	3	2.65	2.4	0
		e	2	1.9	1.5	0
	3	a	4	3.85	3	0
		b	4	3.85	3	0
		c	4	3.85	3	0
		d	4	3.85	3	0
		e	4	3.85	3	0
Artifacts-Performance	1	a	1	0.9	0.6	0
		b	1	0.9	0.6	0
		c	2	1.9	1.5	0
		d	1	0.9	0.6	0
		e	1	0.9	0.6	0
		f	2	1.9	1.5	0
	4	a	2	1.95	1.5	0
		b	2	1.95	1.5	0
		c	2	1.95	1.5	0
		d	2	1.95	1.5	0
		e	2	1.95	1.5	0
		f	2	1.95	1.5	0

Teacher Rubric Points Conversion to HEDI Scoring Ranges:

Level	Points
Ineffective	0-6
Developing	7-26
Effective	27-53
Highly Effective	54-60

Valley Stream Union Free School District 30 Teacher Improvement Plan (TIP)

Teacher's Name: _____ School: _____

HEDI Rating: _____ Year: _____ Rubric Points: _____ Local Points: _____ State Points: _____

Evaluating Administrator: _____

Assignment: _____ Initial Meeting Date: _____

Time Period: Start Date: _____ End Date: _____

The teacher improvement plan (TIP) will be developed collaboratively with administration and the teacher. TIP actions should be acceptable to the teacher that is the subject of the TIP. The teacher may request the presence of a union representative at any time during the development and implementation of the TIP. Formulation and commence implementation of a TIP must occur as soon as practicable but in **no case later than 10 school days after the opening of classes in the school year following the school year** for which a teacher's performance is being measured. Copies of the TIP plan will be given to the teacher, principal and the Superintendent. A copy of the TIP plan will be kept in the teacher's personnel file.

A teacher will have successfully completed the TIP when a HEDI rating of Effective or Highly Effective achieved as determined through the APPR process.

A. Area(s) in Need of Improvement:

B. Specific goal(s) to address area(s) in need of improvement [language from proficient column of rubric]:

Evaluation Area: <i>(Local Assessment, State Assessment, Rubric)</i>	Domain	Specific Goal

D. Demonstration of improvement: (artifacts-lesson plans, observations, student samples)

Specific Goal	Artifacts

Comments:

Administrator:

Teacher:

Administrator: _____

Date: _____

Teacher: _____

Date: _____

Task 8.1

**Valley Stream 30 UFSD
LOCAL English Language Arts & Math Rubric
K-6 Principals
20 POINTS**

	*Percent Met/Exceeded Spring Target RIT	20 Points
Ineffective	0%	0
	1-3%	1
	4-5%	2
Developing	6-10%	3
	11-15%	4
	16-20%	5
	21-25%	6
	26-30%	7
	31-34%	8
Effective	35-35%	9
	36-40%	10
	41-45%	11
	46-50%	12
	51-55%	13
	56-60%	14
	61-65%	15
	66-70%	16
Highly Effective	71-75%	17
	76-80%	18
	81-85%	19
	91-100%	20

**HEDI points will be assigned on a 0-20 point scale in the absence of a value added model. After the implementation of a value-added measure, points will be assigned on a 0-15 point scale.*

Task 8.1

**Valley Stream 30 UFSD
LOCAL English Language Arts & Math Rubric
K-6 Principals
15 POINTS**

	*Percent Met/Exceeded Spring Target RIT	15 points
Ineffective	0%	0
	1-4%	1
	5-9%	2
Developing	10-14%	3
	15-19%	4
	20-24%	5
	25-29%	6
	30-34%	7
Effective	35- 35%	8
	36-43%	9
	44-51%	10
	52-59%	11
	60-67%	12
	68-75%	13
Highly Effective	76-83%	14
	84-100%	15

Task 9.7

**Valley Stream 30 UFSD
Other Comparable Measures Rubric-PRINCIPAL
60 Points**

Point Chart to determine Marshall Principal Evaluation Rubric:

Domain	Breakdown of Points				Total Points	Maximum Points
	H = 6 pts.	E= 4 pts.	D= 2 pts.	I=0 pts.		
I						60
II						60
III						60
IV						60
V						60
VI						60
Total						360

Principal Rubric Points Conversion to HEDI Scoring Ranges:

Total Points	HEDI Score	OTHER MEASURE RATING				
320-360	60	Highly Effective		30	30	
300-319	59			29	29	
200-299	58		Effective		28	28
180-199	57			27	27	
80-179	56	Developing		26	26	
60-79	55			25	25	
58-59	54	Ineffective		24	24	
56-57	53			23	23	
54-55	52			22	22	
52-53	51			21	21	
50-51	50			20	20	
49	49			19	19	
48	48			18	18	
47	47			17	17	
46	46			16	16	
45	45			15	15	
44	44			14	14	
43	43			13	13	
42	42			12	12	
41	41			11	11	Ineffective
40	40			10	10	
39	39			9	9	
38	38			8	8	
37	37		7	7		
36	36		6	6		
35	35		5	5		
34	34		4	4		
33	33		3	3		
32	32		2	2		
31	31		1	1		
			0	0		

Valley Stream Union Free School District 30

Principal Improvement Plan (PIP)

Administrator's Name: _____ School: _____

HEIDI Rating: _____ Year: _____ Rubric Points: _____ State Points: _____

Evaluating Administrator: _____

Assignment: _____ Initial Meeting Date: _____

Time Period: Start Date: _____ End Date: _____

*The principal improvement plan (PIP) will be developed collaboratively with administration and the administrator. The administrator may request the presence of a union representative at any time during the development and implementation of the PIP. Formulation and commence implementation of a PIP must occur as soon as practicable but in **no case later than 10 school days after the opening of classes in the school year following the school year** for which a principal's performance is being measured. Copies of the PIP plan will be given to the administrator and the Superintendent. A copy of the PIP plan will be kept in the administrator's personnel file.*

A new improvement plan will be generated for each year that a principal is rated as ineffective or developing.

A. Deficiency that promulgated the "ineffective" or "developing" performance rating:		
B. Improvement Goal/Outcome:		
C. Timeline/Action Plan: <i>The action plan must a timeline of events designed to improve an administrator's performance in the areas noted for improvement. The timeline could include: Conferences, courses, scheduled coach support, etc...The timeline must also include regularly scheduled meetings with the evaluator.</i>		
Date (s):	Planned Activity/ Formative Evaluations	Date Completed
D. Evidence of Goal Achievement:		
Comments		
Evaluating Administrator:		
Administrator:		
Evaluating Administrator:		Date:
Administrator:		Date:

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 3/11/14

[Handwritten Signature]

Teachers Union President Signature: Date: 3/11/14

[Handwritten Signature]

Administrative Union President Signature: Date: 3/11/14

[Handwritten Signature]

Board of Education President Signature: Date: 3/11/14

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